



PHILADELPHIA, AMERICA'S VILLE LUMIÈRE

Join us in Philadelphia for a celebration of all things French. What better place to open a convention on July 4 than in Philadelphia, birthplace of independence! In addition to the opening activities of the convention, participants will be able to partake of all the Independence Day festivities in historic Philadelphia. Our hotel is located just a few blocks from Penn's Landing where many of the events occur. For more information on July 4th events in Philadelphia, go to [www.americasbirthday.com].

We will begin the convention with a thought-provoking keynote session about the new challenges facing the profession and how we can find new partners to help us address them.

We will also be honored by the presence of His Excellency Pierre Vimont, Ambassador of France to the U.S., on July 5.

An abbreviated Preliminary Program can be found on pages 41-46. The full version is posted on the AATF Web site and will be updated regularly until the convention. Specific times and rooms will be posted later.

Registration

Preregistration will be \$250 until **May 1, 2010**. Late registration will be \$275 after May 1. Reduced registration is available for AATF Emeritus and Student members and Guests who wish to attend sessions. Spouses and guests are welcome as indicated at any meals and on excursions. Spouses and guests do not need to register for the convention itself to participate in these activities. Guests who wish to attend sessions must register as a guest for the convention itself. The registration form is on pages 47-48. It is also possible to register online.

Keynote Session, Sunday, July 4

The keynote session, entitled "New Partners for New Challenges," will feature a round table discussion by representatives of the Peace Corps, Canadian Parents for French, and the Joint National Committee for Languages. Given the challenges facing French teachers today, it promises to be an exciting discussion.

Hotel Information

The convention will take place at the Sheraton Society Hill Hotel. Room rates are

\$159 plus tax. The deadline for reserving a room at convention rates will be **June 2, 2010**. Go to the AATF Hotel Registration page at [www.starwoodmeeting.com/Book/aatf].

Program Highlights

Dictée (July 5, 1-2 p.m.)

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

Other Activities

Welcome Buffet Reception (July 4, 12-2 p.m.)

This Welcome Event has become a popular feature of our convention. Members can meet for lunch to discuss the keynote speech and to meet others attending from their region. (Included in preregistration for attendees, \$45 for spouses, guests, and reduced rates; preregistration required for spouses and guests).

Exhibit Opening (July 4, 4-7 p.m.)

Our exhibit hall will open with a wine and cheese reception sponsored jointly by the AATF and the Cultural Service of the French Embassy. Celebrate the end of the first day of the convention, and see what our exhibitors and sponsors have to offer before heading off to see the fireworks. Check out the Exhibitor Page on the AATF Web site.

Monday, July 5, Walking Tour of Philadelphia (late afternoon)

Entitled "Franklin's Footsteps," the Walking Tour of historic Philadelphia lasts 90 min. It will be conducted in English. (\$15, preregistration required). For more information visit [www.gophila.com or Philadelphia.about.com/od/historicsites/Historic_Sites_in_Philadelphia_PA.htm].

Monday, July 5, Dinner at *La Crêperie* or *Bistrot La Minette*

Join groups of fellow AATF members for dinner at one of these two fine restaurants (\$45, preregistration required, spouses and guests welcome).

La Crêperie is a small restaurant located in the heart of the French quarter in Center City Philadelphia that serves fine, authentic, savory and sweet *crêpes*. The decor is French with an exotic accent. The

ambiance is cheerful, friendly, and most of the staff speak French. A short taxi ride from the hotel. Menu: Appetizer: choice of *salade verte*, *taboulet*, or *alloko* (fried plantains with a tomato sauce); Entree: choice of savory *crêpes* (*jambon/champignon/fromage*, *la panoplie*, *la végétarienne*, *la royale*); Dessert: choice of dessert *crêpes* (*la chouette*, *le fric*, *oh là là* apples, *citron sucre*), non-alcoholic beverages included.

Bistrot La Minette is the realization of Chef Peter Woolsey's dream, to create a restaurant that would share his love of the authentic bistrot experience with Philadelphians. French speaking wait staff. Menu includes 3 courses + wine.

AATF Awards Banquet (July 6, 7-9 p.m.)

Join us as we honor the achievements of our members during 2010. Menu: Tomato and bean salad, prime rib, chicken and catfish, pastry selection. (\$75, preregistration required, spouses and guests welcome). Cash bar.

Inside this issue	Page
News from JNCL-NCLIS	6
AATF Executive Council	7
AATF Commissions	9
In Remembrance of Anne Slack	13
National French Week Project	15
Support the Promotion of French	16
Telematics Commission Report:	
Facebook	17
Haiti: Before the Earthquake	21
Culture Lab Credit	23
Celebration with Music and Poetry	24
A Return to the Podcast	25
<i>Mots chassés</i>	27
<i>Salut les jeunes!</i>	28
National French Week Contests	30
AATF Book Club	31
Promotion in Motion: Haiti	33
<i>Forum des jeunes ambassadeurs</i>	33
Fundraising Made Fun	35
Outstanding Senior in French	37
AATF Materials Center	38
Convention Credit	40
Convention Workshops	40
Philadelphia Preliminary Program	41
Convention Registration	47
<i>48 heures en enfer</i>	49

Excursions

Pre-Convention Activity: Saturday, July 3, Trolley Tour of Philadelphia (9:30-11 a.m.)

The Trolley Tour will focus on sights of the city featured in French Philadelphia: *The French Cultural & Historical Presence in the Delaware Valley* or *Philadelphie à la française*, published for the *Alliance française de Philadelphie* by Beach Lloyd Publishers LLC. All convention-goers will receive a copy of this book. (\$25/\$10 for children aged 4-10; preregistration required; spouses and guests welcome). For more information on historic Philadelphia, visit [www.beachlloyd.com/book12.html].

Pre-Convention Excursion: Saturday, July 3, Excursion to Longwood Gardens (3 p.m.-10:45 p.m.)

This excursion includes transportation to Longwood Gardens in Kennett Square, PA (about 30 miles from Philadelphia) and a self-guided tour of the gardens and greenhouses, followed by dinner and a light show. (\$75; preregistration required; spouses and guests welcome). For more information, visit [www.longwoodgardens.org].

Pre-Convention Activity: Saturday, July 3, Dinner at City Tavern (6-10 p.m.)

City Tavern, one of Philadelphia's most authentic restaurants from pre-revolutionary times, is located a short block from the hotel. First course: Tavern Crab Cakes, Second Course: Vegetable Barley Soup, Third Course: Tavern Country Salad; Entrée Duo: Fillet of Salmon, White Wine, Garlic Sauce & Tavern Chicken Breast, Lightly Breaded, Béarnaise Sauce, accompanied by vegetables and mashed potatoes; Dessert: Chocolate Mousse Cake. Vegetarian option upon request. (\$100, preregistration required; spouses and guests welcome; minimum 35 participants required). For more information on City Tavern, visit [www.citytavern.com].

Post-Convention Excursion: Wednesday, July 7, Excursion to Barnes Foundation (1-5 p.m.)

Take advantage of the rare opportunity to visit the Barnes Foundation collection of Impressionist and Post-Impressionist art. Cost includes transportation, admission, and headphones. (\$45, preregistration required; spouses and guests welcome). For more information, visit [www.barnesfoundation.org].

Post-Convention Excursion: Wednesday, July 7, Excursion to Nemours Mansions and Gardens (1-6 p.m.)

The Nemours mansion and gardens is the estate of Alfred I. Dupont. Located on the grounds of the Alfred I. duPont Hospital for Children in Wilmington, Delaware,

Nemours was named after the duPont family's ancestral home in France. Cost includes transportation but not dinner. (\$65, preregistration required; spouses and guests welcome). For more information, visit [www.nemours.org/about/ourstory/mansion.html].

Post-Convention Excursion: Thursday, July 8, Excursion to New York City (7:30 a.m.-10:30 p.m.)

Day trip to New York City which will include a United Nation's tour in French or English, visit to the Metropolitan Museum of Art, some free time to shop and sight see, and dinner at a local French restaurant (*Le Rivage*). (\$175, preregistration required; spouses and guests welcome). For more information, visit [www.un.org/tours/pages/atg.htm], [www.metmuseum.org], [www.lerivagenyc.com].

Academic Credit

We are again pleased to offer one graduate credit for attending the convention through Webster University in St. Louis. Requirements and registration information can be found on page 40. The cost is \$145. You may register using the Convention Registration Form (see pages 47-48).

Roommate List

A roommate list will be made available for those wishing to find someone with whom to share a room. We provide the names and contact information of members requesting the list, and individuals can contact others on the list directly. Please check the appropriate box on the Convention Registration Form (pages 47-48).

Travel

Philadelphia is very accessible. The Philadelphia Airport is served by all major airlines including Southwest Airlines. We encourage you to explore multiple travel options to ensure you get the best deal. Please note that Southwest Airlines is now offering exceptional fares for cross-country travel and does not charge for up to two checked bags. Other airlines may also offer competitive fares. Train travel to Philadelphia is also very convenient for those on the East Coast.

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 Past 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

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

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

MESSAGE FROM THE PRESIDENT



Ann Sunderland

Dear friends and colleagues,

We have survived a very difficult winter and are now enjoying the renewal that comes with spring. In our profession spring not only means the "beginning of the end," but also the celebration of successful achievement. I hope that the 2009-2010 scholastic year has been one of success, growth and joyful memories for you and your students.

Summer Plans

One of the goals of the AATF is to provide our members with exciting opportunities for professional development and immersion experiences. Each summer we offer several scholarship opportunities to members who meet certain criteria, including membership in the AATF for a minimum of three years. This summer AATF scholarship recipients will travel to France, Belgium, and Quebec in order to refine language skills and immerse themselves in Francophone culture. I applaud all who applied and congratulate those who were chosen to receive AATF scholarships this summer.

Attendance at an AATF conference is another opportunity for our members to immerse themselves in a French environment, albeit for a shorter period of time. This summer's conference will be held in Philadelphia, the American *Ville des Lumières*, well-known for its patriotic celebrations. Our conference will open on Sunday, the Fourth of July, at the Sheraton Society Hill Hotel in the historic center of the city. The conference theme this year is "La Diversité francophone: passé, présent, futur." The program includes a great variety of sessions for instructors of all levels. Advocacy is such an important aspect of our profession today that we will highlight it in the opening session entitled "New Partners for New Challenges." His Excellency Pierre Vimont, Ambassador of France to the U.S., is scheduled to speak to conference attendees on Monday, July 5. The local committee under the able leadership of AATF

Vice-President Sister Mary Helen Kashuba has planned several exciting excursions and dinner events. You will find detailed information about the conference on pages 1-2 of this issue of the *National Bulletin*. Make plans now to attend!

The French Review

Six times per year you as a member receive *The French Review*. I hope that you spend some time with each issue, reading and perusing this wonderful publication. Christopher Pinet has served as the Editor in Chief since 1998. The May 2010 issue will be his last. Chris has passionately devoted his time and efforts to *The French Review*, first serving as Review Editor for Society and Culture from 1987-1992, Assistant Editor for Society and Culture from 1992-1996, and as Managing Editor from 1996-1998. During his tenure Chris instituted several innovations. These included a new rubric, "Bloc-notes culturel," a column entitled "In Your Corner: Focus on the Classroom," and the rubric, "Professional Issues." Since 2000 the May issue has been a special issue, most often coordinated with the annual conference theme. These special issues included Paris in 2000, pedagogy in 2001, the 75th anniversary of the AATF in 2002, Martinique and Guadeloupe in 2003, *la Francophonie* in 2004, Quebec in 2005, cinema in 2006, Francophonie in the U.S. in 2007, French-speaking Belgium in 2008, and pedagogy in 2009. *Algérie/France* is the topic of this year's special issue, which coordinates well with the conference topic, "La Diversité francophone: passé, présent, futur."

Wynne Wong has very capably served as Managing Editor for volumes 81-83 of *The French Review*. She too will leave this post once the May 2010 issue is completed. We thank Wynne for all her hard work, her dedication, and her meticulous attention to detail. Both Chris and Wynne have worked tirelessly to ensure a smooth transition to the new editorial team. Edward Ousselin, Western Washington University, will serve as the Editor in Chief and Michel Gueldry, Monterey Institute of International Studies, as Managing Editor. We know that *The French Review* will be in good hands. We wish both Chris Pinet and Wynne Wong well as they continue with their careers and thank them profusely for their remarkable contributions to our profession.

Budget Issues Threaten French Programs

It has become evident that the economic difficulties of the past year are greatly affecting our educational programs. A combination of lower property taxes, lower sales taxes, and less state money means that

school districts everywhere are struggling to balance budgets for the upcoming school year. One solution is to cut programs and teaching positions. The AATF has developed several programs to support teachers at this critical time. We encourage you to use the materials available through Tennessee Bob's Advocacy Depot and the Advocacy Wiki. There you can access the French Language Advocacy Kit which includes more than 170 documents for the promotion of French. This advocacy kit was developed by the AATF under the leadership of Past-President Margot Steinhart, with support from Northwestern University, the Embassy of France in the U.S., and the Quebec Ministry of International Relations. We also encourage you to remain a member of the AATF and to encourage your colleagues to do the same. There is strength in numbers. We plan to continue to advocate for French programs everywhere, but we need the support of all French teachers to do so most effectively.

40th Anniversary of l'Organisation internationale de la Francophonie

This spring marks the 40th anniversary of the founding of the *Organisation internationale de la Francophonie*. Did you know that 70 states and governments from five continents are members of this body, including 14 observer countries? They represent a population of 870 million, 13% of the world's population. *La Francophonie* has four great missions: to promote the French language and cultural and linguistic diversity; to promote peace, democracy and the rights of man; to support education, higher education, and research; and to develop cooperation in the service of lasting development. I invite you to contact them for more information and interesting materials at [www.francophonie.org].

A Rocky Start

I always loved teaching all kinds of students. I adored the super achievers who mastered French easily and did well on all assessments. Equally thrilling was the opportunity to inspire those students who struggled or who did not have good study skills. Often French was the class where these students felt their most successful. Years later they are often the ones who remember the language and use it readily while traveling or in their work.

How many of you remember this phrase of Pierre Delattre? "La belle demoiselle qui passe là-bas est la voisine de Jeanne à la classe de mathématiques de la capitale." I didn't understand a word when I heard this sentence in my first French class at the University of Colorado. I had the good fortune to spend my childhood in a small

town in western Colorado, a beautiful place that was also quite isolated. I wanted to learn French from a very young age, but no French classes were offered in the schools there. Finally, I had an opportunity to begin studying French at the age of 18 when I enrolled at the University of Colorado in Boulder. My first week of French was a true disaster. I didn't understand a word, and the professor refused to speak English. At the end of that first week a professor came to the door of the class and asked in English if there was anyone in the class who had never had French before. She took me across campus to a true beginning class, a class taught by the wonderful Mlle Vincens. I loved that class; I adored Mlle Vincens and her teaching methods, and I began to learn French. Later, I participated in CU's junior year abroad program in Bordeaux. I was the student who knew the least French when we arrived in France, but I must say that I probably made the most progress. My first French instructor inspired my teaching throughout my career, just as you inspire future French teachers. I had a rocky start in French, as do many of our students, but I persevered and mastered the language. Please keep my story in mind as you inspire all students to learn and love the French language and Franco-phone cultures.

Je vous souhaite à tous une bonne fin de l'année scolaire! Profitez bien des grandes vacances !

Ann Sunderland

Ann Sunderland
President

[mmesunderland@frenchteachers.org]

FIFTH AATF ADMINISTRATOR OF THE YEAR CHOSEN

We are pleased to announce that John Durkee, Principal of Marcellus High School, NY, has been chosen as the 2010 AATF Administrator of the Year. The award is co-sponsored by the AATF, Concordia Language Villages, and the French Embassy. The recipient received a framed certificate. A stay at Concordia Language Villages has been awarded to a student in his school. He was nominated by AATF member Jessica Cuello.



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

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 is posted on the AATF Web site:
[www.frenchteachers.org]

ISE LANGUAGE MATTERS AWARD WINNER CHOSEN

We are pleased to announce that Megan Iranpour (KY) has been chosen to receive the 2010 ISE Language Matters Award. The recipient will be honored at the AATF Awards Banquet in Philadelphia in July and will receive a certificate and a cash prize from ISE. Congratulations to Megan!



where
language
matters

LUDWIG OUTSTANDING TEACHERS CHOSEN

We are pleased to announce that Joyce Strojny (DE), Polly Adkins (SC), and Janine Spencer (IL) have been selected as the recipients of the 2010 AATF Dorothy Ludwig Excellence in Teaching Awards at the Middle School, High School, and Post-Secondary levels, respectively. The winners will be honored at the AATF Awards Banquet in Philadelphia and will each receive a framed certificate, one-year complimentary membership in the AATF, one-year complimentary subscription to the *Le Français dans le Monde*, and a cash prize offered by former AATF Region I Representative and AATF Honorary Member Robert Ludwig.

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Une autre année scolaire touchera bientôt à sa fin. Les derniers mois ont apporté des soucis, parfois des crises et de nombreuses occasions pour faire paraître le français sous une lumière positive.

Haïti

Le tremblement de terre qui a frappé Haïti le 12 janvier a mis ce pays, membre de la Francophonie et un des pays francophones de notre hémisphère, à l'actualité tous les jours. On a pu voir le besoin du français pour communiquer dans des moments de crise de la part des sauveteurs aussi bien que des journalistes. Cela a permis aussi à de nombreux professeurs membres de l'AATF d'organiser des événements pour collecter des fonds pour les organisations caritatives opérant en Haïti. Dans les pages de ce *Bulletin*, nous avons des témoignages personnels avant et après le tremblement de terre. Georgette Schmidt, ancienne Déléguée régionale de l'AATF, a pu visiter Haïti avant le désastre et nous livre ses impressions (voir page 21). Serge Klang, mari de Géralde Eikenaar-Klang, membre de l'AATF de longue date, a vécu le cauchemar et nous offre ses observations si personnelles de cet enfer vécu (voir page 49). Finalement, nous avons le poème écrit par Jean-Dany Joachim que Joyce Beckwith, Déléguée régionale et Présidente de la Commission pour la Promotion du français, nous présente avec des activités d'exploitation (voir pages 33-34).

L'AATF a versé une contribution à la Croix Rouge et bon nombre de nos membres ont fait des dons pareils aux différentes organisations qui s'intéressent à améliorer la vie des Haïtiens. Ceux qui ont organisé des événements ou ont transformé des activités déjà prévues en collectes de fonds ont également manifesté leur solidarité avec le peuple haïtien. Nous vous encourageons à contribuer, ou à re-contribuer si vous l'avez déjà fait, à l'organisation de votre choix.

Vous trouverez également des commentaires sur Haïti à notre page *Facebook* où nous l'avons mis en évidence dans un premier temps (voir [www.facebook.com/AATFrench]).

Nouveau look du site Web

Comme vous avez pu le constater, nous sommes en train de remanier notre site Web. Ce n'est pas encore complet à cause de problèmes sérieux d'accès au serveur, mais nous y travaillons pour terminer la nouvelle mise en page. Nous avons essayé de le rendre plus accessible et de mettre en relief les éléments les plus utilisés selon les statistiques de fréquentation du site.

Programmes menacés

Le nombre d'appels reçus à propos de programmes en difficulté ou sous menace d'élimination ont sensiblement augmenté cette année. Nous avons plusieurs équipes prêtes à répondre à ces demandes de soutien. Tennessee Bob Peckham, Président de notre Commission pour la Défense du français, répond avec des statistiques économiques, des recherches approfondies sur l'importance du français précoce, sur le besoin du français dans le monde, sur la difficulté ou l'importance relative de diverses langues et toute autre question qui survient. Margot Steinhart, Présidente honoraire, dirige l'équipe qui a produit le *French Language Advocacy Wiki*. Ce site présente des centaines de documents, des témoignages enregistrés sur vidéo ainsi que des stratégies d'emploi pour faire face à divers arguments qui pourraient être lancés. Enfin, Madeleine Turan, ancienne Déléguée régionale, a produit un document, «Quick Facts for French Teachers», destinés à fournir aux professeurs des réponses rapides pour des questions ou critiques fréquentes auxquelles ils peuvent être confrontés.

Si vous connaissez des programmes en difficulté, n'hésitez pas à faire appel à nous. C'est dans notre intérêt à nous tous, et surtout à notre association, de réagir avec force à ses défis. Surtout restez vigilants quant à votre propre situation ainsi qu'à celle de vos collègues. La plupart des décisions d'élimination de programmes sont faites à huis clos et ne sont rendues publiques que lorsqu'il est presque trop tard pour réagir. N'attendez pas.

Pourquoi devenir membre de l'AATF? Nous comptons sur vous pour nous signaler des professeurs de français à tout niveau qui ne sont pas encore membres de l'AATF et encore plus pour les convaincre à se joindre à nous. Beaucoup de professeurs se sentent isolés, le seul professeur de français dans leur établissement et peut-être dans leur ville. Ils ne connaissent pas ou peu de Francophones. L'AATF peut les soutenir, réellement ou virtuellement.

Avez-vous besoin de nouvelles idées pour la salle de classe? Consultez chaque numéro du *National Bulletin* ainsi que la rubrique «Ressources» sur le site Web.

Avez-vous envie de faire de la promotion? Consultez encore le *National Bulletin* pour des idées promotionnelles pour la Semaine du Français et tout le long de l'année et encore plus les archives sur le site Web.

Avez-vous besoin de remettre à jour votre français? Faites une demande de bourse. Cette année 18 collègues partiront

en France, en Belgique et au Québec pour s'immerger dans ces cultures francophones. Pensez également à participer au congrès AATF de 2011 qui aura lieu à Montréal. Vous trouverez dans les pages de ce *Bulletin* des annonces pour des programmes offerts par nos partenaires (voir pages 33, 37).

Avez-vous une idée innovatrice de projet ou d'activité mais vous manquez de fonds? Faites une demande de subvention. L'AATF offre chaque année jusqu'à 10.000\$ de subventions (voir page 8).

Voulez-vous faire parler de votre programme? Inscrivez vos élèves au *Grand Concours*. Chaque année, plus de 100.000 élèves y participent et plus de 35.000 obtiennent des prix. Organisez un chapitre de la *Société honoraire de français*. Vous pourrez reconnaître non seulement l'excellence de vos élèves, mais ils peuvent aussi entreprendre des projets de service chez eux ou pour Haïti, par exemple. Pensez aussi aux différents concours offerts régulièrement par l'AATF (Semaine du Français, voir page 30, et nos partenaires).

Votre programme se trouve-t-il en difficulté? Contactez-nous immédiatement, même s'il ne s'agit que de soupçons de votre part. N'attendez pas jusqu'à ce qu'il soit trop tard.

Avez-vous envie de partager vos soucis ou posez des questions à un collègue? Vous pouvez participer à notre programme *Tête-à-Tête* (voir page 15) où l'on vous mettra en contact avec un collègue qui souhaite aussi communiquer. Devenez fan de notre page *Facebook* où vous pouvez également poser vos questions.

Voulez-vous vous baigner dans une ambiance francophone tout en restant aux USA? Venez nombreux au congrès de Philadelphie, du 4 au 7 juillet prochains. Ce sera la fête en français, sessions et ateliers dans tous les domaines, de la culture à la pédagogie à la littérature, et souvent donnés en français, visite de l'Ambassadeur de France, séance plénière «New Partners for New Challenges», nos exposants dont plusieurs offrent des sessions, des activités et excursions mettant en valeur les connexions francophones à Philadelphie. En somme, vous pourrez y trouver de nouvelles idées, un enthousiasme renouvelé et des collègues qui ont les mêmes passions et soucis.

Vous trouverez tous les renseignements sur ces services sur le site de l'AATF à [www.frenchteachers.org]

Jayne Abrate
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NEWS FROM JNCL-NCLIS

January 2010

- In December, Congress passed and the President signed the Consolidated Appropriations Act 2010 (H.R. 3288), which includes appropriations for the Department of Education for fiscal year 2010. A number of programs that support foreign languages and international education, were level-funded from last year, including Baccalaureate and Master's STEM grants and Javits Fellowships. A number of programs received small to moderate increases, such as the Fund for the Improvement of Education (\$135.5 million), Civic Education (\$35 million), Byrd Honors Scholarships (\$42 million), and SMART grants (\$1,010 million).
- Of particular interest, the Foreign Language Assistance Program (FLAP) was increased by \$600,000 to \$26.9 million, and Teach for America was reinstated at \$18 million. More significant funding increases came for Charter School Grants (\$256 million), Federal Pell Grants (\$20.5 billion), Recruiting and Training High Quality Teachers/Principals (from \$97.3 million in 2009 to \$400 million), Title VI/Fulbright-Hays (\$125.9 million), and \$159.4 million for the Fund for the Improvement of Postsecondary Education (FIPSE).
- A smaller number of programs saw decreased funding levels, including Educational Technology State Grants (from \$269.9 million to \$100 million), Teacher Quality Partnership (\$50 to \$43 million), and Magnet School Assistance (to \$100 million). Two programs, Early Reading First and National Institute for Literacy in Adult Education, were eliminated. TEACH grants, eliminated in 2009, have not been reinstated. (For more details, see the JNCL-NCLIS Web site www.languagepolicy.org).
- In November, the Foreign Language Education Partnership Program Act (H.R. 4065) was reintroduced by Rep. Rush Holt (D-NJ) after extensive discussions with the language community. As part of the reauthorization of ESEA, this bill may be considered as a new Part II of the Foreign Language Assistance Program. The bill has been endorsed by over 70 international, language, and education associations. H.R. 4065 is bipartisan with ten original co-sponsors.
- A new provision in the Higher Education Act (HEA) from Rep. Holt's International Education Leadership Act established a new Deputy Assistant Secretary of International and Foreign Language Education as a political compromise. JNCL-NCLIS worked closely with Rep. Holt regarding the creation of this position which was originally intended to be an Assistant Secretary requiring Senate confirmation. In October, Andre Winston Lewis was appointed as Deputy Assistant Secretary. Mr. Lewis has a degree in Russian Studies and worked with the State Department in the late 1990s.
- During JNCL-NCLIS' Legislative Day, Senator Daniel Akaka (D-HI) introduced the National Foreign Language Coordination Council Act of 2009 (S. 1010), which was streamlined and made more inclusive of language community input. This bill was recently discussed in a colloquy in the Senate Committee on Homeland Security and Governmental Affairs.
- JNCL-NCLIS Executive Director contacted and met with numerous government officials in the Departments of Education, Defense, State, Homeland Security, and the Intelligence Community to discuss program administration and policies.
- JNCL-NCLIS staff drafted and suggested questions regarding languages and international education for the Secretary of Education in Congressional hearings.
- Based on the deliberations of a breakout session at the annual JNCL-NCLIS Delegate Assembly, a working group drafted and distributed for input a policy paper on "Foreign Language Strategies, Objectives and Goals." The final paper was distributed to our networks, including policy makers.
- Working with a talented summer intern, the staff created, developed, and distributed a "Public Advocacy Workshop and Simulation." (Please see the JNCL-NCLIS Web site at www.languagepolicy.org). The simulation by Phyllis Thompson (Texas Foreign Language Association), Sharon Rapp (Arkansas Foreign Language Teachers Association), and Rep. Holt's Legislative Director, Chris Gaston, is intended to be used by member associations and their members to provide a primer for next year's Legislative Day.
- JNCL-NCLIS staff continues to research, consult, and seek information regarding the new Administration's Education Economic Stimulus Package and the Race to the Top Fund. Foreign language programs and teachers eliminated by budget cuts are eligible to be replaced under stimulus funds for State Aid to Schools/Critical Needs (\$53.6 billion) and Title I (\$13 billion). In the Pell Grant provisions (\$15.6 billion), the increased support for junior and senior Foreign Language majors should be in consideration. Also, foreign languages qualify for support under technology (\$900 million) and teacher quality (\$400 million).
- JNCL-NCLIS staff sent numerous mailings and alerts urging our members to act on the Education Economic Stimulus funds in the \$5 billion for the Secretary's discretionary "Race to the Top" program. The language community was encouraged to take responsibility for ensuring that language and international education are a key element in what the President and Secretary consider a major reform in American education by commenting on the need to include languages as a priority for reform. This did not endorse, however, other provisions included in the Race to the Top.
- JNCL-NCLIS staff consulted with the Coalition for International Education to produce two videos commemorating the 50th anniversary of the National Defense Education Act (Title VI/Fulbright/Hays). The first video was part of a program on Capitol Hill for the anniversary attended by Members of Congress and staff and was also pre-viewed at the JNCL-NCLIS Delegate Assembly. Both videos are now available at [www.usglobalcompetence.org/].
- New members of the Administration and Congress were researched, and in a number of instances contacted, to determine their interest and support for language (including ESL and ELL) and international education.
- Finally, over the summer the Executive Director researched and compiled past JNCL-NCLIS documents, policy statements, articles, summaries, alerts, and other materials to create a rough JNCL-NCLIS archive, which remains to be organized by date/subject.

J. David Edwards
Executive Director
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LOOKING FOR AATF MATERIALS?

You will find a complete listing of AATF promotional and pedagogical materials on page 38 of every issue of the *National Bulletin*.

✓ All AATF materials are available in our On-Line Store at

www.frenchteachers.org

✓ A printable color catalogue of all materials is now on-line as well.

✓ Orders can be mailed, faxed, or completed on-line!

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.

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.

NEWS FROM THE EXECUTIVE COUNCIL

This year will mark one of the most significant changes to the AATF Executive Council in recent years. We would like to take this opportunity to pay tribute to five outgoing members and welcome five new members.

The longest-serving of the outgoing members is **Christopher Pinet** who has served on the Executive Council since 1996, first as Managing Editor, then as Editor in Chief of the *French Review*. Chris has been a valued member of the Council and has worked diligently to enlarge the scope of the *French Review* to meet the needs of AATF members at all teaching levels. He will finish his fourth full term as Editor on July 1, 2010.

Wynne Wong has capably served one-term as Managing Editor of the *French Review*. This job requires a very detail-oriented individual who can deal diplomatically with authors, editors, and publisher to meet the strict publication deadlines for the journal. She has contributed to maintaining the high standards for which the *French Review* is known. Wynne's term will also end on July 1, 2010.

David Graham, "Mr. Quebec," completed his second term as Region III (New York State) Representative on Dec. 31. David took every opportunity to remind the members of the Executive Council that French is spoken in North America, too! For the past several years, David has chaired the National French Week Essay Contest, helping to provide students with another venue to learn about and share their knowledge of French and *Francophonie* and to gain recognition for their schools. He has also worked enthusiastically through both NYSAFLT and the AATF to promote the teaching of French in New York.

Madeline Turan completed one term as Region I (Metropolitan New York) Representative. Madeline has been a frequent presenter, along with David, on the music of Quebec. In addition, she recently completed the "Quick Facts for French Teachers" project which provides teachers with answers to the most common objections and misconceptions about the importance of French.

Michèle Bissière completed one term as Region V (South Atlantic) Representative. Michèle has been a frequent convention presenter on French cinema and participated ably in any project she undertook as an Executive Council member. We offer our heartfelt thanks and best wishes to Chris, Wynne, David, Madeline, and Michèle.

Stepping into these impressive shoes are five new Executive Council members. **Edward Ousselin**, Western Washington University, has already begun learning the ropes of Editor in Chief of the *French Review*, a role he will officially assume on July 1. Similarly, **Michel Gueldry**, Monterey Institute for International Studies, has already begun learning the job of Managing Editor.

Three new Regional Representatives began their duties on January 1, 2010 under the new regional structure (see September issue). **Abbe Guillet**, Baker High School in Baldwinsville, NY, represents the newly-constituted Region II which includes all the New York chapters plus New Jersey. **Catherine Daniélou**, University of Alabama at Birmingham, is Region IV (Southeast) Representative. **Ann Williams**, Metropolitan State College of Denver, represents the newly-formed Region IX (Northwest). We welcome all of these dedicated members to the AATF Executive Council.

What's New in the *French Review*?

Vol. 83, No. 6 (May 2010) Special issue on Algérie/France

Articles include the titles below and more:

- "L'Identité traversière" (Mokeddem)
- "Camus: amitiés et question(s) algériennes (1954-1960)" (Spiquel)
- "Jacob's Wound: Sénac, Camus, and the Question of Algerian Nationalism" (Sainson)
- "Algérie, idéologie et raison: Camus, Bennabi, Bey" (Gronhøvd)
- "Representations of the Harkis in Belaid's *Sérail Killers* and Khadra's *La Part du mort*" (Ireland)
- "Probing the Past: Leïla Sebbar, *La Seine était rouge*" (Mortimer)
- "Performing at the Crossroads of Algeria and France" (Gross)
- "Mémoires de signes: l'abstraction chez Atlan et Khadda" (Aresu)
- "Third-Generation Algerians in France: Between Genealogy and History" (Hargreaves)
- "Exil, errance ou nomadisme dans *La Disparition de la langue française de Djébar*" (Aas-Rouxparis et Sarin)
- "Une Année de l'Algérie en France: Paris National Spaces Redefined" (Weiss)

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

NATIONAL FRENCH WEEK GRANTS FOR 2010

The AATF is pleased to announce that the Executive Council has approved funding for Grants for National French Week 2010 which will again take place November 4-10. This money will be for projects of all types related to National French Week. The maximum award will be \$500. Both AATF chapters and individual members may apply. New projects related to the themes of National French Week (Cuisine; the Arts and Arts and Crafts; Community Events; Sports, Games, and Traditions; Science, Technology, and Careers; and Music and Dance) and which reach the widest audience will be given priority.

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

Proposals from individuals should include (1) the chapter name where the applicant is located and evidence that the local chapter has been informed of the project; (2) a one-page (minimum) summary of the project which includes a description and the names and responsibilities of the organizing committee as well as plans to obtain appropriate proclamations and publicity; (3) the anticipated budget including evidence of additional means of support which may include but are not limited to support from the local AATF chapter, school or business support, plans to charge entrance fees, support from local Francophone agencies, the *Alliance française*; (4) evidence of a multiplier effect such as plans to reach the maximum number of people in the community.

Proposals will be evaluated by a national committee which will determine the recipients. Applications should not exceed five pages and must be postmarked by **June 15, 2010**. Submissions may be made by e-mail to [abrate@siu.edu] in Word or pdf format or by mail to AATF National French Week Grants, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Do not submit duplicate copies.

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AATF PLACEMENT BUREAU

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

The job list subscription is \$20 per year. Dossier service is an additional \$15 for 10 mailings (additional mailings are \$2.50 each). There is a \$5 charge for members living outside the U.S. For more information, contact AATF Placement Bureau, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Telephone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [staff@frenchteachers.org].

SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a *Société Honoraire de Français* chapter 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.

For information: H. Todd Knox, Executive Secretary SHF, 500 Montaigne Drive, Lafayette, LA 70506-6308; E-mail: [todd.knox@att.net] or from the AATF Web site at [www.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.

REGIONAL REPORTS

REGION IV: SOUTHEAST

Chapters in Region IV (Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, and, prior to the change in AATF regional structure, Tennessee) are actively involved in AATF activities and work closely with the foreign language associations of their states, the French consulates in their areas, and the *Alliance française*. Several chapters have annual immersion weekends for their teachers or students, and several members from the region have received grants and scholarships this year.

15,986 students from Region IV participated in the *Grand Concours* and FLES* Contest in 2009, a 5.3% increase over the previous year. There were 1260 national winners at the secondary level and 84 for FLES*.

It's been a pleasure meeting and/or corresponding with many teachers of our region in the last three years. Catherine Daniélou of the University of Alabama at Birmingham takes over as Regional Representative in 2010. Best wishes to Catherine and to Region IV teachers and students for 2010.

Submitted by Michèle Bissière
Past Region IV Representative
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REGION VII: SOUTH CENTRAL

This regional report covers the region formerly known as Region VIII the Southwest, which included, until the end of December 2009, Colorado-Wyoming, New Mexico, and Utah as well as Arkansas, Oklahoma, and Texas. The borders between regions were redrawn to balance out the number of chapters per region and the number of members. In the future, New Mexico and Utah will send their news to Anne Jenson, Regional Representative for the new Region VIII Southwest, while Colorado-Wyoming will send their news to Ann Williams, the newly elected Representative for Region IX Northwest. Added to Arkansas, Oklahoma, and Texas to form the new Region VII South Central are Louisiana, Kansas, and Nebraska. The person elected to replace me will report on all the chapters in Region VII this time next year as I am coming to the end of my second three-year term.

Reflections

It has been a huge pleasure and an honor to serve as Regional Representative. Meeting so many dedicated French teachers from so many different chapters is nothing less than inspiring. As well as participating in my own Central Texas Chapter meetings, this year I was able to visit the Houston

Chapter, a large chapter that continues to increase membership, and the Arkansas Chapter, a chapter whose members are distributed over a large geographical area. Both chapters extended me a warm welcome and revealed their dynamism and creativity.

New scholarships

The Arkansas Chapter named a scholarship in honor of the late Barbara Ransford, former president of the chapter and former AATF Vice-President. I also attended the Arkansas Foreign Language Teachers meeting at which another scholarship was named in honor of Barbara. Her husband attended this meeting and was given a plaque to memorialize Barbara's numerous contributions to the AATF and French teaching in Arkansas. If anyone would like to send a memorial in Barbara's honor, please direct it to the chapter treasurer, Heather Tarpley [heathertarpley@sbcglobal.net].

National convention

The region was well represented at the national convention in San Jose, California, with 20 members, all from Arkansas, Texas and Oklahoma. Three members from our region were winners in the *Dictée*: Annette Zakharian (AR), who won first place, Bernadette Takano (OK), and Steve Daniell (TX).

Challenges

The Hautes Plaines Chapter almost disappeared after their president died, but Joe Price, professor at Texas Tech, stepped in as president to revive it. He has established a Web site with help from the Region VIII webmaster Joel Mayer.

The El Paso Chapter is struggling, but Maria Ramirez conducted the *Grand Concours*, submitted a constitution, and is determined that the chapter will thrive. I had the pleasure of meeting her at the delegates' assembly during the San Jose convention.

Business as usual

The other chapters continue to organize annual or biannual meetings, immersion weekends, and French contests, and to invite musicians and actors to perform for their students.

Grand Concours

There were 19 national winners among FLES* contestants in the *Grand Concours*, all from three chapters: Central Texas, El Paso, and Houston (who produced a first place winner). There were 237 national winners from North Texas, including 3 first places, 234 national winners from Houston with 2 first places, 107 national winners from

Central Texas with 2 first places, 69 national winners from Utah, 62 national winners from Oklahoma with 1 first place, 34 national winners from Colorado-Wyoming, 15 national winners from El Paso, 10 national winners from Arkansas, 9 national winners from South Texas with 1 first place, 7 national winners from New Mexico, and 4 national winners from Hautes Plaines. Overall, our *Grand Concours* enrollments were up by 5.4%, with an impressive 40.06% increase in Utah.

What's next?

If you are interested in running for Regional Representative for the new Region VII South Central, please contact Anne Jenson, the chair of the Nominating Committee at [annejensen@att.net] as soon as possible. I can highly recommend the experience, as it is both rewarding and energizing.

Submitted by Jacki Thomas
Region VII Representative
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L'ORDRE DES PALMES ACADÉMIQUES: PROMOTIONS RÉCENTES

Voici la liste des promotions et attributions dans l'Ordre des Palmes académiques des membres de l'AATF.

Décret du 8 octobre 2008

Officiers

Jean Cranmer
Patricia Cummins
Jane Black Goepper

Chevaliers

Rebecca Fox
Samantha Godden-Chmielowicz
John Greene
Marie-Laure Hoffmann
Sarah Jourdain
Mary Kathleen Madigan
Anne Miller
Edward Ousselin
Josette Page Sharwell
Anne Smith
Rosalie Ann Vermette
Eileen Walwood
Peter Thompson

Nos félicitations à tous et à toutes!

Anne Hebert
Secretary, ASAP

CHAPTER NEWS

ALABAMA

- sponsored seven sessions at the 2009 AAFLT Convention, Birmingham, including two with guest speakers Cécile Coquet-Mokoko (*Université François Rabelais, Tours*) and Aurélien Mokoko Gampiot, who spoke on "Quelques réflexions sur la situation des immigrés et des banlieues en France." The conference also included a workshop on using theater in the classroom by *Le Théâtre du rêve*, a Francophone theater group from Atlanta. Ginette Chenard, Quebec Delegate in Atlanta, and Émilie Renouvin, *Attachée culturelle adjointe* from the French Consulate in Atlanta, addressed the group.
- Nina Seaman was awarded the *Prix d'excellence* of the Alabama Chapter. Steven Daniell won the AAFLT Outstanding Administrator Award.

Submitted by Michèle Bissière
Past Region IV Representative

CHICAGO/NORTHERN ILLINOIS

- sponsored annual fall workshop in October 2009 held at the Art Institute of Chicago. It included three parts: an orientation to the Ryan Education Center, housed in the Art Institute's new Modern Wing; an hour-long guided tour in French of key Impressionist paintings owned by the Art Institute; and an hour-long tour of the Modern Wing by museum educators who gave teachers in attendance ideas for activities that the museum uses when leading student group tours.

Some of the activities included "How to Interpret a Painting," which looked at literal and inferential references in a particular painting, and "Analyzing a Painting Using the Five Senses" (What sounds do you "hear" in a painting? What odors do you "smell" in the work? What tastes can you experience in the artwork?). Other gallery

activities included "Journey to a New Land" (have students send a postcard from the place depicted in the landscape) and "Conversations between Characters" (imagine and act out a dialogue between characters in a painting). While the majority of students visiting the Art Institute complete these activities in English, they could easily be adapted as activities in French, from beginning to advanced levels.

The visit was followed by lunch where the highlight was the ceremony for the investiture of Rosalee Gentile, former chapter president among many roles, as a *Chevalier dans l'Ordre des Palmes académiques*. On hand were her mother and other family members, as well as former students at the University of Illinois at Chicago who are now French teachers (Lorri Starck-King and Liette Brisebois from New Trier High School) and Rosalee's first French teacher, Maria Schoon (retired from Loyola Academy). The *Palmes académiques* was presented to Rosalee by Jean-François Rochard, the new *Attaché culturel adjoint* from the French Cultural Service in Chicago.

The day's activities were organized by Yvonne Fawell, chapter Vice-President from Neuqua Valley High School in Naperville, with help from her own family and from chapter committee members.

Submitted by Tom Sapp

FLORIDA

- spring meeting in May 2009. The theme was "La vie culturelle en France entre patrimoine et création." Norbert Duffort, *Attaché culturel*, and his wife spoke about their careers as museum curators and their involvement in the restoration of the Reims cathedral and the Lascaux caves
- third annual immersion weekend for teachers, *Séjour sans souci*, in January
- took part in the fifty-seventh *Congrès de la culture française*.

- was among the top twenty chapters for participation in the *Grand Concours* again this year, thanks to the combined efforts of George Diller, Patricia Lopez, Isabelle Miller, and John Fields

- Becky Youngman and Deanna Scheffer (FL) were named *Chevalier dans l'Ordre des Palmes Académiques*, Danielle Odden was the Florida Foreign Language Association French Teacher of the Year 2009. Pat Lopez created activities for the AATF manual on *Les Fables de La Fontaine*, and

Deanna Scheffer tested them with her students. Judy McDermott served as Florida Foreign Language Association President for 2008-2009 and was in charge of the annual fall conference.

Submitted by Michèle Bissière
Past Region IV Representative

GEORGIA

- had record participation in the *Grand Concours* in 2009, with 3543 participants. Congratulations to Valerie White, *Grand Concours* Administrator.
- organized a *Grand concours de bandes dessinées* to celebrate National French Week, in cooperation with the Cultural Service of the French Consulate in Atlanta and the *Alliance française*.
- A preliminary workshop was conducted by Dr. Michael D. Picone of the University of Alabama.
- sponsored a successful immersion weekend at Camp Rock Eagle in Eatonton in February.

Submitted by Michèle Bissière
Past Region IV Representative

MAINE

- held its fall conference in October 2009 at Bates College. Bridget Robbins, Putney School (VT), was the presenter for the morning session on "Moodle and the Global Classroom." She introduced teachers to how to build an open source foreign language lab whose primary goal is to help organize teachers' lessons and build community in their work. This on-line classroom is a way for teachers and students to have access to their work and to help students become more accountable for what they are doing in the classroom.
- In the afternoon session, Sylvie Charron (University of Maine Farmington), along with her teaching assistants from France, presented a PowerPoint on modern day France, focusing on politics and music. If anyone is interested in receiving the PowerPoint presentation, contact Professor Charron at [scharron@maine.edu].
- AATF members are encouraged to apply for the Richard Williamson Scholarship (\$250) to help defray the cost of a workshop or seminar that a teacher is interested in attending. For further information, please check out the Foreign Language Association of Maine (FLAME) Web site and click on scholarships. Also the Lauraianna Boucher Scholarship (\$250) for a senior in high school can be found on this Web site.
- Members are encouraged to run for Chapter Vice-President and Secretary



Rosalee Gentile receiving the Palmes académiques

by contacting Kathy Yates at
[clipper@iknow.net].

Submitted by Priscille Michaud
Chapter Secretary

NORTH CAROLINA

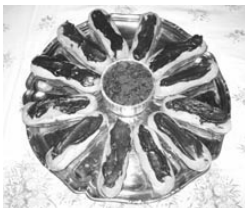
- was among the top twenty chapters for participation in the *Grand Concours* again this year, thanks to Jane Romer's hard work as *Grand Concours* Administrator.
- awarded two inaugural study-abroad grants to college students enrolled in French programs in North Carolina thanks to a generous donation from the estate of Dr. John Philip Couch of UNC-Greensboro

Submitted by Michèle Bissière
Past Region IV Representative

TENNESSEE

- was among the top twenty chapters for participation in the *Grand Concours* again this year, thanks to *Grand Concours* administrator William Thompson.

Submitted by Michèle Bissière
Past Region IV Representative



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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 Web site. The registration fee for the award is \$25. For an additional \$10 fee, students can also receive an Outstanding Senior in French medal.

There is no deadline for this award. The nomination form is posted on the AATF Web site and on page 37. Nominations can also be made through the On-line Store.

IN REMEMBRANCE OF ANNE SLACK (1915 - 2010)

Editor's Note: Because of space limitations in the *National Bulletin*, we were not able to publish the full remarks of various members. For a full version of this article, please refer to the AATF Web site at [www.frenchteachers.org/anneslack].

Anne Slack, AATF Past-President, passed away February 12 at age 94. As those of us who knew her well extend our condolences to her son Larry and her grandchildren, we also eulogize this dynamic and innovative French teacher who so well exemplified the mission of our association.

Anne and I first met in the mid-1960s and over the years collaborated on a variety of projects, including co-chairing AATF Eastern Regional Conferences (1983, 1985). She is the one who encouraged me to run for AATF Vice-President and subsequently for President, although it was with humility that I tried to follow in her footsteps.

As an elementary school teacher, Anne Slack pioneered distance learning before the term even existed. As early as the 1950s, she began exploring the potential of what was then new audio-visual media to introduce students to spoken French and the beauty of French culture. At the same time, she recognized the necessity for trained teachers to reinforce the televised presentations and taped activities.

In 1977, as AATF President, Anne Slack organized our annual *Congrès* in Paris, the first time that an AATF convention was held outside the U.S. She followed this two years later with a memorable convention in Martinique, setting in motion a tradition whereby every few years French teachers would be able to attend meetings in Francophone settings.

As a college teacher, first at Boston University and then at Harvard, Anne Slack instilled in her students an appreciation of the elegance of the French language and the beauty of a well-turned phrase. Her expectations were high.

Still, for Americans growing up in the 1960s, she was simply Mme Slack, the well-loved on-screen French teacher for the television program *Parlons français*, produced by WGBH in Boston in conjunction with the Modern Language Project. Over two million elementary school children enjoyed televised French classes with Madame Slack. *The Saturday Evening Post* wrote, "Anne Slack is perhaps the best of TV teachers." *McCall's Magazine* honored her in 1963 with their Golden Mike Award for her "Service to the American Future."

But let us step further back and review her extraordinary life. Anne Slack was born in 1915 to French parents in Oran, Algeria.

Having earned her *Licence-ès-lettres* at the University of Algiers, she put her English skills to work during World War II as translator/interpreter for the U.S. Army. For the excellent performance of her duties in Algeria and Morocco, she was awarded the Emblem for Meritorious Civilian Service. Also it was while on mission in Casablanca that she met her future husband Raymond



Slack who was serving in the U.S. Navy. She and Ray were married in 1947.

In the early 1950s, the Slacks moved to Schenectady where Anne taught elementary school French, first at the Brown School and then as Coordinator of FLES for the entire city. It was during this period that she collaborated with the local television station WRGB to create the innovative *Fun with French* program which was featured in a photo spread in *Life Magazine* (1956). The program was soon being transmitted to 110 local FLES classes.

In 1959, the Massachusetts Modern Language Project enticed Anne Slack to move to the Boston area to join the newly created *Parlons français* team. In addition to her on-screen persona, Anne played an instrumental role in developing the lessons. These were supplemented with photographs and sequences filmed in France as well as conversational scenes with puppet figures. Anne was also a contributing author on the tapes, workbooks, and teacher in-service materials.

Anne Slack gave hundreds of workshops and lectures across the U.S., Canada, and Great Britain. Everywhere she went, she was enthusiastically received.

It was during this same period that Anne Slack became deeply committed to the AATF. For over fifteen years she edited "Le Coin du pédagogue" for the *French Review*, addressing linguistic questions and respond-

ing to queries. Locally, she served as President of the Eastern Massachusetts Chapter. In 1972, she was elected AATF Vice-President with the primary responsibility of administering the summer scholarship program in France, a task she performed with great enthusiasm. In 1976 she was elected to AATF President, organizing conventions in Paris (1977), Chicago (1978), and Martinique (1979).

After the *Parlons français* project was completed, she accepted a position at Boston University. She also hosted weekly French radio broadcasts in Boston. In 1976, she was named Senior Lecturer at Harvard. During the 1980s, she taught several summers at the Middlebury French School.

It was during her university years that Anne Slack co-authored a two-level secondary school series, *French for Communication* (1979) and a first-year college French text, *À propos! Communication et culture: un début* (1983).

Upon her retirement in 1993, Anne Slack moved to Ithaca to be close to her son and grandchildren. Never one to remain unoccupied, she joined Catherine Porter's team at Cornell University and contributed to the translation of the 1100-page anthology *Le Savoir grec* which was published in 2000 by the Harvard University Press.

Over the years, in recognition of her lifelong commitment to the promotion of French language and culture, the French government named her *Commandeur dans l'Ordre des Palmes académiques*. She was also awarded the rank of *Chevalier dans l'Ordre du Mérite*.

Anne Slack lived a long and full life of exemplary service and friendship. We in the AATF will deeply miss her inspirational presence.

Rebecca M. Valette

Professor Emeritus, Boston College

Anne Slack... in her own words

In October 1989, Anne Slack was interviewed by Larry Worth for a feature article in a local newspaper.¹

On her teaching style: "I am a perfectionist. I don't know how to do things half-way and I never have. When it comes to the classroom, I'm a disciplinarian, and everyone knows it. I'm not there to waste students' time, or mine."

On praising students: "[My students] respect me, because I praise them only when they deserve it. If you praise someone all the time, it means nothing."

On teaching French: "To me, the key is not losing enthusiasm, not losing the belief that you can help. If you're just there because you need a job, that's very sad. You have to believe in the value of what you're

doing. Only then is it worth continuing."

Excerpts taken from Larry Worth, "Ou la la! Long live France! Marblehead Anne Slack recalls her 'Parlons français' Days", *The Daily Evening Item* (Lynn, MA), October 16, 1989.

Anne Slack, recollections from those who knew her

Yes I did know Anne Slack. As a matter of fact, I took her job when she left. It was hard to come after her because she had an awesome reputation. She was an excellent teacher, innovative and demanding. Students remember her classes as fun but humbling. Her classes were mandatory for new graduate students. Even if they thought that their French was good, they realized in that class that they had not mastered all the subtleties of the language. For the students, she was Mme Slack which, in their mind, meant the quintessential French woman.

Marie-France Bunting
Harvard University

In many ways, she was my mentor. She encouraged me to run for AATF Regional Representative. This was followed by my election as national AATF Vice-President.

I remember fun things like our Eastern Massachusetts Chapter's visit to the stage during Julia Child's show on PBS. Anne was Chapter President at the time. And of course, the highlight of her national presidency was the first AATF conference in Paris (1977). She was a wonderful presence during the whole convention. Everything was the "first" and so for all of us very special. I remember that Eugène Ionesco and Jean-Louis Barrault addressed us during the *séance plénière*. There was also the wonderful convention in Martinique. Aimé Césaire addressed us. Anne was a superb leader.

Helen Cummings
Boston Public Schools

Anne Slack was a loyal and caring friend who enjoyed sharing her gift of knowledge. She was a legend of her time who had a love and passion for her language and French culture. She knew how to generate excitement for young children who were happy learning to speak French by watching *Parlons français*. In many of the elementary schools across New England it became the foundation for learning French through high school and beyond.

I remember organizing an Awards assembly to which I invited Anne Slack, AATF President at the time, to present the awards in the presence of parents, city and school officials. The recipients felt honored because they remembered Mme Slack as a "star" on *Parlons français* when they were learning to speak French.

Every year I would call her for the 14 juillet with my usual greeting which she enjoyed, "Vive la France! Vive la République! Vive Anne Slack!"

Phyllis Dragonas
Melrose (MA) Public Schools

Anne was a wonderful teacher, colleague and person. She was respected by everyone and was considered «the» authority on correct French. She taught the most advanced French language courses to which students were admitted only after passing a stringent written test, along with an oral interview.

Judith Frommer
Harvard University

I have such good memories of Anne—didn't we love her?—and here is the one that I remember most fondly, because it involved a joint «performance» at an AATF convention. At her insistence, we did stand-up comedy for the general assembly. This consisted of a series of *appels téléphoniques célèbres*. Unfortunately, the only one I can remember went like this: «Allô, Attila?» «Hun?»

When presiding over an AATF business meeting, Anne was unexpectedly obliged to conduct a roll-call vote—state by state. She started well, despite slight stumbles over the pronunciation of Arkansas and Connecticut, and soon she was launched. She bravely made it through Texas, and then was confronted by Utah. She stopped, stared at the name, looked up and exclaimed: "Tant pis! Utah!" with a perfect French "u."

Stirling Haig
University of North Carolina
Past-President AATF

I heard Anne Slack speak several times in the 1980s. She was indeed dynamic, and her sessions were always full. She was one of the "stars" of those who did sessions in those days.

Anne Hebert, Secretary
American Society of the French
Academic Palms

Sad news, indeed. Anne and I worked together briefly while continuing to set up our first Convention in Quebec during the transition of the presidency from herself to Georges Joyaux. As our first female president she worked hard for the Association both behind the scenes and with many of our day-to-day operations. She was instrumental in finding a new editor of the *AATF Bulletin* when we needed some new blood in that area.

Fred Jenkins
Past Executive Director, AATF

We both have a number of happy personal memories of her summers at the French School. She was in charge of

Production et Compréhension orales for the first year of the Master's program. She was also responsible for an *atelier de chansons populaires*. Daniel recalls that she was very close to her students. Despite the fact that Anne was older than most professors, she was a wonderful "team player" and participated in all the faculty activities. She was always very elegant which corresponded to the quality of her French.

Daniel and Anne Jourlait
Middlebury French School

She was a great lady.

Sister Mary Helen Kashuba
Vice-President, AATF

I had met Anne Slack at AATF meetings, but knew her better through her pioneering work in FLES, although she had written widely about teaching French.

When I was an itinerant FLES teacher, I used her famous film series, *Parlons français*. The program reflected her wit, her sense of humor and her charm.

Gladys Lipton
Past-President, AATF

When I was at Harvard, Mme Slack taught the translation course required of first-year Ph.D. students. I learned a lot from her about organizing class, going over material, and dealing with students.

I have two favorite moments which illustrate the human touch she brought to class. First, we always had a tea break midway through the two-hour class. Mme Slack had her hot pot going, and people took turns bringing cookies. One day she made *baba au rhum*. I had the flu that week, but heard about it. The following week, she specially presented me with the *baba* I had missed!

More generally wonderful, though, was her giving us hope in early November, telling us about the "Thanksgiving Plateau." She assured us that if we made it that far, we'd be fine for the rest of the year. We have hung on in tough times with it for years, as grad students, professors, and professionals in other fields.

Kathy Richman
University of the Pacific

Anne and I met in 1996, and the occasion was the formation of a group of translators. We had begun to work seriously when a project from Harvard Press (*Le Savoir Grec-Greek Thought: A Guide to Classical Knowledge*) provided the perfect opportunity. The team met once a month at one of our homes, bringing difficulties or questions to the group.

Translating is a very lonely activity; our group work changed that. Catherine Porter-Lewis was the leader of the group: she took care of organizing the work, tracking what was done and what

remained to be done, an enormous task.

Anne, as we all did, enjoyed having this kind of friendly work sessions. Her good sense of humor, impeccable knowledge of French, and superb commend of English made her a very important contributor, and of course a charming friend.

Jeannine Routier Pucci
Cornell University

For me, Anne Slack was the most influential person in my life. I adored her from the moment I saw her on *Parlons français*. The first time that I actually met Anne, I was in 4th or 5th grade and had been selected to be part of a group of students who went to a model class. She gave a demonstration about teaching French to children for the young student teachers there. To me she was a "rock star," and I was completely hooked. I studied French in college and Paris. I became a French teacher.

We had several mutual acquaintances and friends—and at last, after hearing the story of her influence in my life, one of them invited us both to a dinner party. And again, Anne would impact my life. She started inviting me to lectures and events at Harvard, and we became close friends. Anne encouraged me to go to graduate school. Our friendship was very deep. Her presence lives on through all of the people she inspired and moved to love the French language and culture.

Cheri Saltzman
Collins Middle School, Salem, MA

After her retirement in 1993 and the sudden death of her husband, Anne determined to move to Ithaca to be near her son. She remained a devoted friend, quite as she had been for so long a devoted teacher. Over her early years in Ithaca, Anne enjoyed the company of her grandchildren and traveled regularly to France to visit her sisters.

Sadly, thereafter, her health began to decline. Travel to Europe became impossible. Her ability to write failed, and she had to use the telephone to keep in touch. To the end, she forgot neither my birthday nor the opportunity to give Christmas greetings. Listening to her reminiscences, I appreciated anew the depths of her commitment to her profession. Anne envisaged language study as above all a demanding exercise in clarity and precision, a challenge to understand what precisely one means in one's native language and what another language offers (or perhaps lacks) to render one's native language with equal precision.

Donald Stone
Harvard University

A NATIONAL FRENCH WEEK PROJECT IN TENNESSEE

French 496 (Topics in French Language) [www.utm.edu/departments/french/f496.html] is designed this time as a course in French Pronunciation, Diction, Phonetics, and Dialectology. We took a traditional road with IPA to French/French to IPA, lots of physiology, prose and poetry, tongue twisters read aloud, some individual class projects (one student wrote a French/English song and sang it at the university coffee house on open mic night). We also used Wimba for part of our testing.

The students began a group project just before French Week and wanted to dedicate it to National French week. It is an on-line annotated version of the song lyrics from what was a very popular song in Quebec: Kaïn, "Parle-moi d'toi" [www.utm.edu/staff/globeg/kain.shtml]. It includes copious notes, many dealing with pronunciation, a French questionnaire and a liberal interpretation in English. I left the *en voie de développement* sign up because students still have some ideas. They backed away from guitar chords. Students had a hard time choosing between record company lyrics and official recording, and had a healthy argument about the meaning of "authorial text." Where there is effort, there are mistakes. The group was small, but enthusiasm was great. Let us all do all we can to encourage and maintain a high level of enthusiasm among our students in these times where lack of funding seems to challenge us at every turn.

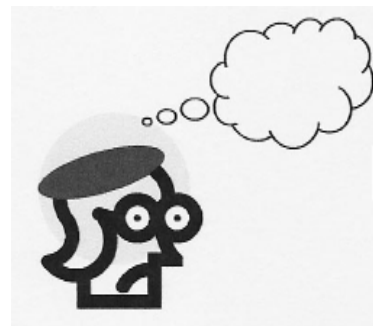
TennesseeBob
Robert D. Peckham
University of Tennessee at Martin
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AATF Tête-à-Tête



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



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



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

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

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

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

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

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

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

In addition to these categories, members will also be recognized each November in the *National Bulletin* as a Sponsor, Patron, or Sustaining Member. However, we welcome contributions in any amount. Please make a donation to the AATF Fund for the Future when you return your dues invoice this fall. A contribution made in 2010 is deductible on your 2010 income tax return.

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

- 12 publications per year
- National French Week
- National French Contest
- *Société honoraire de français*
- contests for students at all levels
- the work of 13 AATF commissions
- an award-winning Web site
- collaborative projects such as the National Standards for Foreign Language Learning
- promotional and advocacy materials for programs in difficulty
- annual conventions around the U.S. and in many Francophone locations (Quebec, France, Belgium, Martinique)
- more than 15 scholarships to France, Quebec, and Belgium
- more than \$10,000 in grants
- numerous awards and honors for members and their students and administrators

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

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

Avec nos plus sincères remerciements!

FACEBOOK: A VALUABLE TOOL TO DEVELOP L2 SOCIO-PRAGMATIC AWARENESS

Over the past six years, numerous students and educators have become active members of Social Network Communities (SNCs) such as bebo,¹ MySpace,² Friendster,³ and/or Facebook.⁴ SNCs present various technological affordances (mobile connectivity, blogging, photo/video-sharing, etc.), supporting a diverse range of interests and practices. Because these on-line social networks vary in the extent to which they incorporate communication tools and modules that can enhance users' profile, I will limit my discussion of the pedagogical potential of Facebook.

Established by M. Zuckerberg in 2004, this network that initially targeted high-school and college students, went global in 2006 and has now grown to more than 300 million active users (150 million of whom log on to Facebook at least once a day). The Facebook networking community is the largest SNC and one of the fastest-growing and best-known Web sites on the Internet today. According to the Facebook Press Room Statistics, even if the fastest growing demographic is people over the age of 35, one third of these members are college students. This particular trend, along with its technical affordances, drew attention to the potential of such a Web resource in an educational context.

Facebook offers its members a large number and types of applications that integrate several modes of Computer Mediated Communication (CMC). Users get to disclose and witness life-in-progress through status updates (self-presentation). They can also view and share information, such as exchanging private messages (one-to-one), sharing light-hearted message publicly on a virtual message board (one-to-many)—known as the “wall” (wishing happy birthday or posting an emphatic “how are you doing?”). Keeping in touch with friends and acquaintances has taken a new dimension with the series of notifications that Facebook users may choose to receive, informing them of their Friends' profile changes (among others are new wall posting, addition of pictures, or recently posted links). It is therefore not surprising that SNCs can easily become an asset in the classroom to build or reinforce a community of learners among students with little effort from the instructor. Language educators are a few “clicks” away from creating a Facebook Group for a particular class and asking students to join it at the beginning of the semester. Becoming a member of a group does not imply becoming “Friends” with all

its members; however, it clearly opens new doors for students to freely connect with each other. What is unique about Facebook, is that it enables users to bond with individuals outside the classroom. It has, in fact, become a common practice for classmates to befriend one another on Facebook and start sharing personal information with their peers, including discussing personal interests. As Schwartz (2009) recently pointed out, Facebook has now become an extension of the classroom where all kinds of connections take place, some routine and some more substantial. This new type of virtual interaction can have a positive effect on student-to-student relationships as they can connect on more personal levels (Mazer, Murphy, & Simmonds, 2007). Kok (2008) further argues that it is not only important to provide learners with opportunities to develop a sense of group, but also to maintain the concept of a community as a unit that can work collaboratively. Collaborative work, a key component in developing communicative competence in a foreign language, can be improved by creating a virtual community via Facebook. Wenger (1998) explains that it is with the help of groups, which he refers to as “communities of practice” that individuals develop and share the capacity to create and use knowledge. Diffusion of knowledge through such communities can thus be enhanced with internal leadership that educators can provide. Therefore, in addition to fostering positive relationships among students, the integration of Facebook in the context of the classroom can also augment teacher credibility because (s)he uses what is considered contemporary student culture (Thorne & Payne, 2005). Educators can capitalize on the fact that using Facebook is by now an integral part of numerous students' e-routine and can thus guide students to utilize such a site as a means to maximize academic relationships.

It is evident that Facebook and other SNCs can provide new social connections to the student community and that these relationships may positively impact the learning experience as a whole. However, the Facebook Web site can also provide language learners with opportunities to enrich their second language experience in various ways. Let's consider for instance the Group⁵ application, which is a keyword-searchable database accessible to all members. Groups may be a fruitful resource for language educators in order to develop

socio-pragmatic awareness in a second language (L2). Facebook Groups can become potential sites for social interaction, debate, and activism. Language learners can easily search and join the many Groups who exclusively interact in the target language and observe written exchanges between the members on the wall or in the various discussion forums. Socio-pragmatic elements are typically ignored or deemed secondary in basic language instruction. As a result, language programs fail to generate fully communicatively competent students (Hassal, 2008; Vellenga, 2004). Ignoring socio-pragmatic aspects of language development presents an impoverished version of the target language and will continue to generate L2 learners who are not only unable to gauge their responses in socio-pragmatic terms, but who are also unable to produce vernacular speech after having received traditional classroom instruction. Various activities can be used in the language classroom for socio-pragmatic development. Kasper (1997) identified two types of activities: (1) activities that focus on raising students' pragmatic awareness, and (2) tasks which offer opportunities for students to actually practice communication. Both can be accomplished with the help of the Facebook site; however, I will only make suggestions for the first type of activity suggested by Kasper.

Observation is a valuable technique for understanding language use at different levels of any given community. Language instructors could ask students to observe various speech acts in these Groups, so that they can become acquainted with the norms that this electronic environment requires in order to negotiate unknown audiences appropriately. Consequently, students will become familiar with typical greetings used in this electronic discourse; they can identify trends in terms of word selection to properly express refusals, requests, and a variety of different speech acts that are extremely frequent and useful. Ultimately, language learners have the opportunity to identify linguistic norms before actually using their second language in such an environment in which a *faux pas* could have social consequences. In other words, they can infer trends by looking at authentic data and establish norms in terms of known complexities in the French language; for instance, which pronouns of address (*tu* vs. *vous*) are used in a particular context and by which members (age, gender, nationality). Similarly, they can identify

whether the negative particle *ne* is usually omitted in this type of electronic discourse. They could also further develop their knowledge of widely accepted and used abbreviations (*mdr* = *mort de rire*; *slt* = *salut*), syllabograms (*k* = *que*; *c* = *c'est*), or colloquial expressions (*kiffer* = *adorer*), which are rarely or briefly addressed in language textbooks.

In the context of a particular classroom, the type of language observation will obviously vary depending on the level and the content of a course in which such an activity would be implemented. It can revolve around a theme or particular interests of the students. It could be accomplished in the context of homework assignments, a project, or an oral presentation or used as a tool to gather information and opinions by and from Francophone community members. Two groups worth noting are: first, the group *j'aime le cinéma français* which counts almost two thousand members who regularly participate in a variety of discussions and where members argue about topics such as which is the best French film, who are great French actors, and also share information about film festivals. Students can, for example, compare American and French tastes in terms of French movies and develop a better understanding of similarities or divergences on the film industry linked to this nationality. The second one is *Paris je t'aime* (a geography-type group, not to confuse with the common interest group that revolves around the movie of the same name) where members engage in a plethora of topics, such as what do people enjoy the most in the city, as well as post videos and pictures of various Parisian attractions. Again, just by assigning students to read the various discussions about different aspects of the French capital, they will have a better understanding of what is out there to see and experience apart from the Eiffel Tower and the Louvre. A few textbooks attempt to present cultural information to language learners; however, by the time of publication they are often somewhat obsolete and limited to the major monuments and attractions.

Language variation can also be explored using Facebook Groups. Groups are often associated with linguistic-geographical pride and also present basic images associated with the main concept introduced, such as flags or landmarks which are powerful visual cues for certain types of learners. Consequently, language variation and other important linguistic and cultural issues that are again not necessarily addressed in language textbooks can effortlessly be presented and discussed with L2 learners by consulting groups such as:

Oui, je parle Suisse et alors
Adieu, t'es vaudois⁶ ou bien
Tu es un vrai marseillais quand...
Je ne suis pas Canadien, je suis Québécois:
Tu sais que tu viens de Mont-tremblant
quand ...
Pour l'union de la Belgique francophone
à la France!

All of these on-line groups' discussions and comments focus to a certain extent on the use of lexicon, and the participants give the standard French equivalent as illustrated in the following example from the aforementioned *Oui je parle Suisse et alors*:

chenoille: *vaurien, canaille* (scoundrel)
cradzet: *petit* (small)
encouble: *entrave, obstacle, empêche-ment* (a hindrance)
gouille: *flaque d'eau, petite mare* (a puddle)
natel: *téléphone cellulaire portable* (a cell phone)
piorner: *pleurnicher, larmoyer* (to sob)
poutzer: *nettoyer, laver, astiquer, frotter* (to clean)
roille: *pluie* (rain)
rupe: *manger gloutonnement* (to eat a lot)
trouille: *peur* (fear)

Language variation is of particular interest for intermediate and advanced language learners as it illustrates the richness of the French language and introduces students to a more authentic and colloquial global language. Varieties of French differ at several levels from standard French, which is typically associated with the Paris region and the textbooks used in French language classes. Differences in prosody, phonology, morpho-syntax have been identified in Swiss French, but the most common type of variations are lexically based. The Swiss Facebook Group (*Oui, je parle Suisse et alors*) establishes a clear list of words and expressions that are further discussed by Swiss natives; therefore, students have the opportunity to encounter realistic and authentic language through on-line discussion forums. Scholars (Auger & Valdman, 1999; Auger, 2003) claim that it is necessary for French learners to be introduced to different varieties aside from standard Parisian French to develop receptive skills at an early stage of L2 acquisition. They argue that students should be made aware of the extra-hexagonal varieties of language at early stages of their learning experience so that they develop abilities to recognize certain local particularities and acknowledge the functional effectiveness of non standard French.

Overall, such an exploratory and observational exercise can not only help

learners to become familiarized with new voices and new genres of discourse that are not presented in the context of a typical language classroom but can also allow them to gain cultural knowledge about specific topics. This process is a required step to fully experience language as a social practice and to develop a communicative competence.

In conclusion, by simply recognizing the benefits that Facebook has to offer in terms of language access, students can benefit from using this SNC in ways that transcend socialization. Learners do have the potential to increase their socio-pragmatic awareness and their ability to develop multiliteracy skills in a foreign language, which are undoubtedly important aspects of language acquisition in this technological era. In addition, Facebook Groups can be used to enhance regional culture-based knowledge and to promote a sense of community within the context of a course.

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Notes

- ¹ [www.bebo.com/] - since 2005
- ² [www.myspace.com] - since 2003
- ³ [www.friendster.com] - since 2002
- ⁴ [www.facebook.com/] - since 2004 (Harvard only) since 2006 (everyone)
- ⁵ To create a group click on the Applications button at the bottom left of your main Facebook page. In the next screen you will have a button Create Group at the top right. The next and final step is to define your group by giving it a name, describing it, deciding to whom you want to make it available, and selecting the type of group it is (business, music, student group, etc.).
- ⁶ South West part of Switzerland, where French is the official language.

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Facebook Press Release: [www.facebook.com/press/info.php?statistics]

J'aime le cinéma français: [www.facebook.com/search/?o=69&init=s%3Agroup&q=le+cinema+francais#/group.php?gid=5263609500&ref=search&sid=9351800.2341039680..1]

Paris je t'aime: [www.facebook.com/search/?o=69&init=s%3Agroup&q=paris+je+te+aime#/group.php?gid=18889003464&ref=search&sid=9351800.3542998830..1]

Oui, je parle Suisse et alors: [www.facebook.com/search/?init=srp&sfxp=&o=69&q=Oui%2C+je+parle+Suisse+et+alors#/group.php?gid=16792642102&ref=search&sid=9351800.1784182446..1]

Adieu, t'es vaudois ou bien: [www.facebook.com/search/?init=srp&sfxp=&o=69&q=adieu+te+vaudois#/group.php?gid=6211356500&ref=search&sid=9351800.1610422028..1]

Tu es un vrai marseillais quand...: [www.facebook.com/search/?o=69&init=s%3Agroup&q=Tu+es+un+vrai+marseillais+quand#/group.php?gid=57469299052&ref=search&sid=9351800.2230406606..1]

Je ne suis pas Canadien, je suis Québécois: [www.facebook.com/search/?init=

srp&sfxp=&o=69&q=les+vrais+Quebecois#/group.php?gid=85585215709&ref=search&sid=9351800.1209779368..1]

Tu sais que tu viens de Mont-tremblant quand...: [www.facebook.com/search/?init=srp&sfxp=&o=69&q=Tu+sais+que+tu+viens+de+Mont+tremblant+quand+...#/group.php?gid=10108866966&ref=search&sid=9351800.3424851020..1]

Pour l'union de la Belgique francophone à la France: [www.facebook.com/search/?init=srp&sfxp=&o=69&q=Pour+l%27union+de+la+Belgique+francophone+%C3%A0+la+France+!+...#/group.php?gid=23134658506&ref=search&sid=9351800.2538249056..1]

FRENCH ADVOCACY IN A NUTSHELL

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

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

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

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

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

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

Tennessee Bob Peckham
Chair, Commission on Advocacy
E-mail: [bobp@utm.edu]

CORRIGÉ DES EXERCICES

Les activités se trouvent à la page 27.

- I. 1. oui; 2. non; 3. non; 4. oui; 5. oui
- II. 1. à; 2. depuis; 3. par; 4. à; 5. À; 6. contre (ou à la rigueur: pour); 7. Par/ Avec; 8. auprès; 9. au; 10. de
- III. 1. une pastèque: un gros fruit des pays chauds, à écorce lisse; la chair rouge/ rose est très aqueuse
2. un mec: mot familier pour un homme
3. Un pruneau est une grosse prune séchée (voir la région d'Agen en France)
4. une voiture bélière est une voiture à carrosserie renforcée qui sert à enfoncer de lourdes portes
5. dévaliser: voler un individu (sur lui) ou cambrioler un appartement
- IV. 1. injectés (passif)
2. vécu (pas d'accord avec les mesures)
3. publiées (passif)
4. lu (le COD contrepèteries est placé après le verbe)
5. faits (que, COD est placé devant le verbe)
6. Fait (pas d'accord: se faire est suivi d'un infinitif)
7. Imaginé (pas d'accord: l' est un COD neutre)
8. vendus
9. souhaité (pas d'accord: ellipse du verbe avoir après souhaité)
10. Vus
- V. 1. Il nous recommanda de ne pas nous claquemurer chez nous.
2. Il suggéra que j'essaie de déchiffrer ce langage codé.
3. Tu ne nous serviras pas de tourte aux poireaux.
4. Il me demanda si la manipulatrice me ferait un contrôle au scanner.
5. Il nous fut recommandé d'aller faire faire un prélèvement sanguin.
- VI. 1. des nausées, des bouffées de chaleur, des démangeaisons
2. il s'agit des poumons
3. en encourageant les entreprises à embaucher, en trouvant du travail aux jeunes, en favorisant l'insertion sociale etc.
4. que tout malade a accès à son dossier médical
5. en ne s'exposant pas trop longtemps au soleil

MEMBERSHIP DRIVE

The AATF is launching a three-year membership campaign! See page 26 for information concerning the 3-for-1 offer for a year's free membership.

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: _____

Daytime Telephone: _____ E-mail: _____

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 _____

___ Security Code

Name _____

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HAITI-BEFORE THE EARTHQUAKE

This past November, I accompanied Bob Hood and Father Jim Byrum to Thibeau in northern Haiti for six days. Bob Hood's Parish, St. James (Cazenovia, NY), is twinned with St. Yves Parish in Thibeau. St. Yves' Parish runs St. Joseph School. Father Jim Byrum is an Episcopal priest who works for the If Foundation which helps to support St. Joseph School.

Before the trip, I had communicated by e-mail with the principal at St. Joseph. Park Central Presbyterian Church (Syracuse, NY) had paid for the shipping of French books and school supplies donated by American students. Chittenango High School (NY) students collected six boxes of supplies. French books were donated by Nathan Lutz of Manlius Pebble Hill School (Syracuse), and French students from The Pennington School (NJ) donated French picture books they had purchased in Quebec. French students from a high school in Binghamton, NY raised money to have the local carpenter in Thibeau make art easels for the preschool class at St. Joseph's. Students from Malone Middle School (NY) made bracelets and cards for the students. The teachers in Haiti were very appreciative of what our students had done. They requested that I visit and share teaching methods with them.

The first five days of my visit I worked at the school. While there, I had the opportunity to observe each class and teacher. I also taught a 20-minute lesson to each class. After observing and teaching, I met with the teachers and principal as a group. I had each teacher write a list of materials needed for the classroom as well as a list of types of teacher training they would like. I then met with each individual teacher and discussed the list to make sure I understood their needs.

Of the eight teachers I observed only two had college degrees and had been trained as teachers. The other six had the equivalent education of a sophomore in high school. The students were extremely well-behaved. However, much of the learning was based on rote memorization and repetition. It seemed that students were memorizing without understanding what they were memorizing. The average class size was 47 students.

The classrooms were dark. The teacher workroom/principal's office was so dark that I had to stand in the doorway to read.

The teachers have requested training in teaching methods for math, science, art,

and French. They have also requested training in child psychology and in computers. Teachers have also asked for globes, world maps, maps of Haiti, developmental puzzles and toys for the pre-school class, art materials, science posters, computers, and an illustrated French alphabet. The preschool class currently has no developmental toys or materials for children.

Father Aymre, the parish priest in charge of the school, said it is difficult to re-



tain teachers because the pay is so low. The teachers are paid the equivalent of \$600 per year.

The school currently has no electricity, running water, or computers. When the principal e-mails me, he has to go by bicycle to a cyber-cafe one hour away. It costs him \$8 an hour to use the computer at the cyber-cafe in Cape Haitian.

My first day was spent in the capital of Port-au-Prince. This was the hardest part of my trip. The people in the North had very little. In the rural north, people were able to feed themselves by having a small garden next to their homes. Thibeau was beautiful and green, surrounded by mountains which were not totally deforested.

Port-au-Prince showed me a much more severe form of poverty. There was raw sewage on the sides of the streets. There were heaps of garbage, sometimes with a pig eating the garbage. There were people everywhere selling whatever they could find. Bob Hood took me to the Infant Renourishment Center run by the Sisters of Charity. This is a place where mothers bring their babies when they can no longer feed them, in short, when the babies are dying of starvation. The center is open to volunteers twice a day who come in to feed, hold, and rock the babies. We entered one of the three rooms on the second floor. In the room were about 50 metal cribs with babies who had been brought in to be "renourished." I had only seen pictures of starving babies. This was different to be in a room with so many. Those who could

were reaching out and crying to be picked up. I picked up a little boy. He clung to me like a magnet. Carrying the little guy, I went into two other rooms full of more babies in various stages of starvation. One was on a respirator. I sat down in one of the rockers and started rocking the baby who was clinging to me...

Bob Hood and I walked back up the hills in the scorching heat and dust. I tried to breathe through my mouth instead of my nose so I wouldn't smell the sewage and the garbage in the streets. It was a 20-minute walk uphill to the Matthew 25 House where we were staying. When I got back to the comfort of the house, I thought about Haiti and the faces of the babies I had just seen. I realized that even though I had been teaching about Haiti in my classroom and had given workshops on how to teach a unit on Haiti, I had never known the reality of what I saw that day.

I knew then that I would have to come home and tell people what it was really like in Haiti. I would have to tell them that babies were starving in the city, that I saw a 12-year-old girl in Thibeau with an eye infection with pus oozing out of her eye. Her family couldn't afford the \$4 to go to the clinic. I would have to tell them that the roads were almost impassable, that there was a large pig bathing in a muddy pot-hole in the middle of the road. I would have to tell them that I saw eight-year-old girls carrying 40 pound buckets of water for miles on their heads. I would also have to tell them how uncomfortable I felt in Thibeau when I realized there was no ambulance, hospital, police force, or fire department. All of these things are what I observed before the earthquake.

I also want to tell my colleagues about the Haitian people. They are the descendants of slaves who defeated Napoleon's army with their bare hands and with spears made of sticks. They are the only people in the world who have liberated themselves from slavery. Those who are alive have survived corrupt governments, dictators, hurricanes, floods, and earthquakes. They have a strength that can only be admired. They have a beauty of spirit and a faith that is indescribable. They work harder than anyone I have ever known. They have *la joie de vivre*. St. Joseph School had almost nothing on the walls but I did notice one lonely decoration on the concrete wall of Oscar Innocent's second grade class. It was a white paper plate with a single word printed in black marker on the plate. The word was *JOIE*.

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SPECIAL OFFER: NEW AATF FLYER

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

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

\$.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 : _____

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Daytime Telephone: _____ E-mail _____

CULTURE-LAB CREDIT: AN ALTERNATIVE TO LANGUAGE LAB CREDIT

Not all students of French at my university like to go to the language laboratory, even when attendance is required. For those students who do not choose to work with the CDs and computer programs that are provided in our multi-media center, I have introduced the alternative of "culture lab credit." The purpose of this option is to put foreign language learning in its cultural context and to help students appreciate the contribution made to the world by the French-speaking community.

To earn culture lab credit in a given semester, students must engage in five major activities outside of class, connecting French to their interests, hobbies, or other classes. The limit of possible activities is their imagination, although I do have them run their ideas by me for approval before they commit time and effort to them.

Watching movies

A popular activity is to watch a movie—either an American movie set in France or another French-speaking region or a French movie with subtitles—and to write (in English) a report. The report includes a synopsis of the film, cultural differences the students noted, and any French vocabulary they picked out. After watching *Le Divorce*, for example, students typically comment on the limits placed on women during divorce proceedings in France or the many ways French women wear scarves. When reflected upon, *Ratatouille* reveals the status of *haute cuisine* in France and the kind of competition it engenders among chefs and restaurants. I suspect they remember these cultural differences more vividly when they discover them through watching a movie than when I tell them in one of my "cultural asides" in a grammar class.

At the end of the report, students indicate whether they think their classmates would enjoy viewing the movie. In this way, they use their critical thinking skills to evaluate the film's appeal. I also use this evaluation to judge movies I have not seen, some of which contain gratuitous violence or nudity. Not all students would appreciate *Inglourious Basterds*, for instance. However, the film reinforced to two of my students the way different cultures count with their fingers, which I had demonstrated in the first week of the introductory class.

At the beginning of the semester very few students can name a French actor or actress or a French movie director.¹ Yet,

many of them have seen *The Da Vinci Code*, *Casino Royale*, and *A Good Year* without learning the names of any French actresses; and many have seen and love *The Fifth Element* without realizing that it is directed by Luc Besson. After a few students discuss with their classmates the movies they have viewed, a few more students can at least name Audrey Tautou, Eva Green, or Marion Cotillard.

Preparing food

Some students choose to prepare food that they share with classmates. They must bring the necessary utensils and copies of the recipe for each member of the class. Students have made *crêpes*, *madeleines*, *crème brûlée*, chocolate mousse, *clafoutis*, *quiche*, French onion soup with a *ba-*

quette, and even *aioli*. I need not tell you that this aspect of French classes makes them very popular, although not all the cooks are equally talented!

Performing French music

Occasionally, a student performs a piece of French music on guitar, flute, or cello, for instance, sings a French song, or recites a French poem from memory. Two years in a row, music students performed a whole concert of French music with their instructors during National French Week.

Reviewing French music

From time to time students review popular music sung in French. In their report they describe the music, critique it, and note any words they recognize from the lyrics. In the case of the music reviews, I learn from them. Students have introduced me to Alizée, Karl Zéro, Manu Chao, Emily Loizeau, and more. This semester I was surprised to discover that Tony Parker, the French basketball player who is the point guard for the San Antonio Spurs, also raps. YouTube plays Parker's video from his *Balance-toi* album.

Doing research into sport and French-speaking athletes

More frequently, students do research on the Internet about French athletes such as Tony Parker or Joachim Noah, who plays for the Chicago Bulls, or sports in France, particularly tennis, soccer, or the *Tour de France*. This semester a student introduced me and his classmates to Georges "Rush"

St-Pierre, a French Canadian mixed martial artist. Because I often learn from the students, I do not have to feign interest in their reports, which I discuss very briefly with the entire class the day they are turned in. When they share their interests with me, the rapport between student and teacher is enhanced, and the learning environment is improved.

Connecting to other classes

In terms of connecting French to their other classes, psychology majors find plenty of French and Francophone psychologists on whom to report: Jean Piaget and Alfred Binet, to name just two. History majors, music majors, and art majors have a plethora of illustrious names to research. This semester a fashion merchandising major who was researching Coco Chanel was excited to learn that the movie starring Audrey Tautou as Coco is just out. Because students can follow their own interests and forge their own connections, the research and reporting are very meaningful to them. Students have been heard to spontaneously declare, "Culture lab credit is fun!"

Making posters

Students have the option of making a poster. "French is everywhere," which is a collage of wrappers and instructions that a student found in French, graced the notice board outside my classroom last semester. "Le français dans le monde," a collage of pictures and items that represent several French-speaking countries, replaced it this semester. When there was a concert of music composed by Chopin, one student set up her poster of the life of Chopin on an easel outside the concert hall, while another student set up her poster of the life of Moliere outside the theater when the drama students performed *Tartuffe*. The posters have the added benefit of attracting the attention of passers by, whether they be potential future students, colleagues from other departments, or visitors to the campus. The publicity it brings to the French program is most welcome.

Attending events on and off campus

Most years I bring a performer to campus, and students can earn culture lab credit by attending a show. In this case, they do not have to write a report, just sign in. Thanks to this process, I can usually guarantee good attendance for performers such as Christine Albert (the Austin, Texas-based musician who sings in French) and Tim Mooney (who performs monologues from selected Moliere plays). During National French Week last year, a French viola player who lives in Austin, Texas performed classical music to a comfortably full auditorium on a Sunday afternoon.



Thanks to culture lab credit, students attend the many activities organized by the French Club: film festivals, wine tastings, pot-luck dinners, art demonstrations, and lectures, etc. The club's annual Halloween contest offers prizes for costumes that echo French or Francophone culture; winners over the years have included Napoleon, Marie Antoinette (complete with slash marks across her neck!), Marcel Marceau, a musketeer, Bizet's Carmen, and even a French maid. And culture lab credit is an added incentive for students to sign up for a field trip as they receive three of the necessary five credits for attending the bilingual performance of a French play, eating at a French restaurant, and viewing French art in an art museum.

Unintended consequences

One unintended consequence of culture lab credit is the impact French classes have on other students. Because students in French classes watch videos, prepare food, or attend functions on and off campus, their roommates and family members hear about their project. And because students choose a project that matches their interests and schedule, their enthusiasm can be contagious. What started as an alternative for some of my students who did not enjoy fulfilling their language lab requirement—and a way to put French into its cultural context—has become a popular activity that publicizes the French program in a very positive light.

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¹ In order for French classes to be recognized as a General Education course, I must compare students' scores on a pre- and post-test about French culture; in one of the questions on the test, students are asked to name a French movie actor/actress or director.

AATF GLASS DISH

The AATF now has available a limited number of glass candy dishes (4" x 4" x 2") with the AATF logo engraved on the lid.



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

A CELEBRATION WITH MUSIC AND POETRY

For National French Week 2009, more than 200 students, teachers, and other Francophiles from the larger Los Angeles region participated in an evening of poetry and songs at Whittier College for its 13th Annual French Play.

Reputed theater director and actor André Nerman, performed *Le Poète Voyageur* and brought to the stage a dramatic montage of songs and poetry from the French repertoire. Nerman, playing a timid artist who had never dared leave his native village in Normandy, sets to travel the world with his backpack, accompanied by his guitar and the recollection of words and experiences left by his friends, poets, and singers. His long journey makes him travel through sea, air, and land, from Paris to New York, passing through Osaka, the Marqueses, and California, before reaching home, without ever getting to the Oklahoma of his dreams. Back in his native France, he finally finds the courage to declare his love to the woman that led his footsteps through his internal quest. As the geographic and internal journey progresses, the audience finds itself propelled in territories investigated by poets like Charles Baudelaire, Blaise Cendrars, St John Perse, Arthur Rimbaud, but also composers and singers such as Charles Aznavour, Jacques Brel, Claude Nougaro, and Hugues Aufray.

Judging by the attention and the reaction of students to the lyrics and verses, it was clear that many of the students in the audience had familiarized themselves with the texts of poetry and songs. Indeed a number of teaching colleagues made good use of the texts that Nerman provided us. In preparation for the show, students in my classes presented in pairs a poem or song as well as its author, using questions I had given them. This led to quite elaborate presentations, including a live presentation (singing and playing the guitar) from our most talented students of *Sur un air de Banjo!*

This National French Week event would not have been possible without grants from the AATF and the Southern California Chapter, plus funding from the Cultural Center and the Department of Modern Languages and Literatures at Whittier College. The minimal fee of \$4 per seat assured that people came after having made their reservations and also covered remaining expenses. The event was advertised on the Internet on the Cultural Events page of the Los Angeles French Consulate, the Shannon Center Web site, and my personal Web site. It was also advertised through

the Southern California Chapter and the *Alliances françaises* mailing lists as well as local newspapers.

As always, I am thankful to our Theater Manager David Palmer, for his fine organization and for including for the last twelve years a French performance on his calendar of events. With just a few hours to prepare before the show, David Palmer with the help of two of our French speaking students, Caitlyn O'Connor and Lindy Blake, dealt beautifully with the lighting from a French script. I am indebted also to Operation Assistant Ron Maurer, for running the box office so smoothly and helping our guests who came from far. Many thanks also to Jayne Abrate, Amy Likover, Jacki Williams-Jones, Emmanuelle Rémy-Riley, and Emily Rogers, Joy Hoffman, and Luz Maria Galbreath (Cultural Center, Whittier College), Andy Wallis and all my other department colleagues. Thank you all for your invaluable support!

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

Marie-Magdeleine Chirol
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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.

TECHNOLOGY APPLICATIONS FOR THE ADVANCED LEVEL: A RETURN TO THE PODCAST

There are a dizzying number of new technology applications at our fingertips, and our students now tweet, IM, and video chat to increase their foreign language competencies. Many of these tools are exciting, but as we continue to explore and embrace (or perhaps reject) new applications, I want to invite us to return to an early innovation in Web 2.0 technology that deserves another look: the podcast.

Many foreign language classes have now experimented with creating podcasts, interviewing native speakers for their classes, or creating radio shows for the community. These oral podcasts demand a high level of student engagement and often a substantial time commitment from both students and teacher, and the results can be very rewarding. Another use of the podcast, one that is perhaps less frequently included as a structured component of students' grades, is to have students listen regularly to authentic broadcasts recorded in the target language and culture. There are a great number of these available, from RFI's *Le Journal en français facile* to the *104 Histoires de Nouvelle France* broadcast from Quebec. Anecdotally, we know that these are useful activities, since increased exposure to the language and culture generally results in greater linguistic and cultural competence, with some exceptions. However, Lomicka and Ducate (2009) have noted that podcast-related research is relatively undeveloped, and while student attitude surveys show generally positive perceptions of listening to podcasts, there is less data as students reach more advanced levels of language acquisition.¹ This column focuses on a small study of 18 students in a Business French class at the low-advanced level (fifth semester language study at a university). Its results suggest that regular listening to

authentic podcasts not only helps students gain important confidence in their language ability, but it also increases their knowledge of and interest in Francophone world affairs.

As students enter upper-level language courses, they often express frustration at their perceived lack of vocabulary. Many students at this level can follow native speaker speech, but they lack precision in articulating their own thoughts and ideas, a characteristic of the advanced-low speaker.² In my own class, attitude surveys conducted at the beginning of the semester showed that 93% of students listed speaking as their greatest weakness (a perception that did not always bear out once their writing skills were assessed!).³ Whether or not this is a valid estimation, this student self-perception is notable because it can create anxiety and serve as a barrier to making linguistic progress and achieving oral fluency.⁴

In brainstorming how to use instructional technology to address this issue, I decided to require students to subscribe to two French language podcasts. My assumption was that regular listening would help students to acquire and reinforce content-specific vocabulary in an authentic environment (in this case, business and economic terms), which matched one of the course's primary goals. A secondary objective was to introduce students to contemporary business issues, which I believed would foster a greater interest in the subject matter. Finally, I hoped that this knowledge base would transfer to a greater ease in spontaneous speech production, especially as it related to the course content.

At the beginning of the semester, students were given a list of ten podcasts and vodcasts (video podcasts) that covered cur-

rent affairs, economics, and business news reports (see Figure 1). They were required to listen to at least two podcasts in French each week, and one of the broadcasts had to last more than ten minutes. During the first half of the semester, they maintained a (written) weekly blog summarizing the podcasts, and in the second half, they recorded oral analyses via VoiceThread (see Figure 2). Podcast content was addressed informally in class, with students sharing information in small groups and in whole class discussions, and the blogs and VoiceThread assignments were assessed using a holistic scoring method. The combined assignments represented 10% of their final grade.

To gauge how students perceived their own linguistic and cultural progress, I conducted attitude surveys before and after the podcast listening period (at weeks 3 and 12). The results point to several reasons for including podcasts in our assignments. When asked how they thought podcasts had affected their listening comprehension skills, 79% said they had made notable improvement, and 21% said that had made a great deal of improvement. When asked to select the primary area in which they noticed this improvement, 42% of students selected "Speed of discourse," 38% selected "Ability to follow along in French for prolonged period" and 19% chose "Vocabulary Comprehension." Other areas of improvement cited included speaking (44%), reading (33%) and writing (17%).

When asked which podcasts they found most useful, students reported a preference for the longer video casts, which lasted an average of 20 minutes (versus the 2-5 minute audio podcasts). I was initially surprised by this choice, but students explained in their responses that the visual component made the broadcasts both more ac-

RFI: Afrique presse	Audio	www.rfi.fr/radiofr/emissions/072/accueil_37.asp
FranceInfo: Tout info, tout éco	Audio	www.france-info.com/Podcast-0-78-89.html
FranceInfo: Question d'argent	Audio	www.france-info.com/Podcast-0-78-89.html
FranceInter: L'édito éco	Audio	sites.radiofrance.fr/franceinter/chro/leditoeco/
FranceInter: Le débat économique	Audio	sites.radiofrance.fr/franceinter/chro/ledebateconomique/
FranceInter : L'éco Autrement	Audio	sites.radiofrance.fr/franceinter/chro/lecoautrement/
FranceInter: Géopolitique	Audio	sites.radiofrance.fr/franceinter/chro/geopolitique/
France 24: L'invité de l'économie	Video	www.france24.com/fr/podcasts/video
France 24 : Finance	Video	www.france24.com/fr/finance
France 24: Intelligence économique	Video	www.france24.com/fr/category/tags-emissions/intelligence-economique

Figure 1: Table of Business and Economic Podcasts and Vodcasts

cessible and more engaging ("they were easier to follow because I could watch them"). Class favorites included France 24's *Intelligence économique* and *L'Invité de l'économie*, followed by France Info's *L'Actu des régions*, and FranceInter's *Géopolitique*, hosted by Bernard Guetta.

Open-ended questions at the survey's close garnered the following responses:

"I have greatly expanded my business-specific vocabulary and understanding of differences between French and American business practices. Definitely my vocabulary (business-related) has improved."

"While listening to the podcasts, I have noticed improvement in understanding rapid French. While I still have trouble, it is easier to understand the conversation. Also, I understand more and more business vocabulary. Finally, I have improved in understanding different voices; it has become easier for me to understand all different types of voices and accents."

"Listening to a rapid exchange has helped me follow French movies and other media better."

"I feel like I can speak French a little more fluently."

Before taking this class, 71% of students had never listened to podcasts (in French or in English). At the end of the semester, 93% said that they were likely or very likely to continue to listen to podcasts in French, suggesting a strong enthusiasm for the assignments and perhaps for the user-friendly nature of the technology. An interesting follow-up study would be to survey this group to see whether or not they have continued this listening practice and to probe how it may help them to sustain language competency outside of the classroom structure. Certainly, students perceived it as a useful activity in acquiring cultural content: a full 100% of the class reported that they now have a greater or much greater understanding of current affairs and economics in the French-speaking world. The same percentage said that they would suggest this activity for future sections of the course, indicating strong support for the listening activity. More research in this area would be useful to determine the specific kinds of linguistic progress students actually make, but this small study implies that even the implementation of simple instructional technology outside of class can have beneficial impact on their self-perceptions as speakers of French. Furthermore, the knowledge they gained related to current global economic debates were shared with the class, creating a learner community that included the teacher as well. *Écoutez!*

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Figure 2: VoiceThread is a Web-based communications network that allows a user to upload audio or video recordings to a central image or text. See [www.voicethread.com].

Notes

- ¹ Lomicka, Lara and Lara Ducate. "Podcasting: An Effective Tool for Honing Language Students' Pronunciation?" *Language Learning & Technology*. October 2009. 13.3: 66-86. [http://llt.msu.edu/vol13num3/ducatelomicka.pdf]
- ² As the ACTFL Proficiency guidelines describe, the "vocabulary of Advanced-Low speakers is primarily generic in nature." Although students are "able to combine and link sentences into connected discourse of paragraph length," "when pressed for a fuller account, they tend to grope and rely on minimal discourse." [www.language-testing.com/scale.htm#advanced_low]
- ³ These discrepancies in perception are common (see Carolyn Gascoigne Lally, "Discrepancies in Teacher and Student Perceptions of French Language Performance" *The French Review* 75.5 (2002) 926-41.
- ⁴ Studies on anxiety and foreign language have produced varied results, but heightened anxiety is most often linked with lower oral production (see E. Philips "The Effects of Language Anxiety on Students' Oral Tests." *Modern Language Journal* 75 (2002) 14-26 and E. Horwitz "Language Anxiety and Achievement" *Annual Review of Applied Linguistics* 21 (2001) 112-126.

AATF MEMBERSHIP DRIVE

The AATF is sponsoring a membership recruitment campaign. Just as we promote the study of French among our students and administrators, we must also promote AATF membership to our colleagues, in particular younger 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: (1) the three new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated; (2) the current member's preprinted renewal invoice should, if possible, accompany the three new forms; and (3) if the current member has already paid 2010 dues, the free membership will be applied to the next year; no refunds will be made.

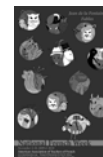
Encourage students who are planning a career in teaching French to join as student members. Membership forms are available on the AATF Web site [www.frenchteachers.org].

If you have access to state or local mailing lists of French teachers, please think to forward those lists to us, and we will verify whether or not they are already members and, if not, do a special mailing to them. The lists must be current and must contain specifically French teachers.

Help us recruit new and veteran teachers to help the AATF continue to be a dynamic and growing organization!

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 _____

Daytime Tel: _____ E-mail: _____

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

MOTS CHASSÉS

Exercices sur «La Vie des mots» paru dans la *French Review*, Vol. 79, No. 6, May 2006. Le corrigé se trouve à la page 19.

- I. Dites OUI ou NON aux affirmations suivantes.
1. Fumer peut causer le cancer de la gorge.
 2. Un électrocardiogramme teste un circuit électrique.
 3. « Le Canard enchaîné » est un quotidien.
 4. La grippe aviaire peut se transmettre par les oies sauvages.
 5. Le cancer de la prostate est une maladie typiquement masculine.
- II. Remplacer les blancs par des prépositions.
1. J'ai dégusté d'excellentes écrevisses _____ la nage.
 2. Ce journal publie des contrepèteries _____ des années.
 3. Nous sommes perturbés _____ l'absurde de cette situation.
 4. Le professeur a lu cette histoire _____ haute voix.
 5. _____ qui faites-vous allusion?
 6. J'ai changé des euros _____ des dollars.
 7. _____ le train nous ne mettrons que deux heures.
 8. Nous avons trouvé le réconfort _____ de ce médecin.
 9. Ce malade est resté _____ lit toute la semaine.
 10. Cet appareil a permis _____ détecter son cancer.
- III. Donner une définition la plus juste possible pour les mots suivants.
1. une pastèque
 2. un mec
 3. un pruneau
 4. une voiture béliet
 5. dévaliser
- IV. Accorder les participes passés si nécessaire.
1. Bientôt leurs médicaments leur seront **injecté**.
 2. Les 3 années que j'ai **vécu** en Italie ont été merveilleuses.
 3. Combien de contrepèteries ont été **publié** dans ce journal!
 4. J'en ai **lu** des contrepèteries!
 5. Je me souviens de tous les lapsus qu'il a **fait**.
 6. Monique s'est **fait** raccompagner chez elle par son petit ami.
 7. Elle est encore plus belle que je ne l'avais **imaginé**.
 8. Ces journaux se sont bien **vendu**.
 9. Les malades eurent tous les scanners qu'ils ont **souhaité**.
 10. Un des médecins que j'ai **vu** m'a annoncé qu'il allait m'opérer.
- V. Reformulez les phrases suivantes à l'aide de l'amorce proposée, sans en changer le sens.
1. Ne vous claquemurez pas chez vous! (amorce: *il nous recommanda*)
 2. Pourquoi n'essaierais-tu pas de déchiffrer ce langage codé? (amorce: *il suggéra*)
 3. Je ne veux pas que tu nous serves une tourte aux poireaux. (amorce: *tu*)
 4. La manipulatrice me fera un contrôle au scanner. (amorce: *il me demanda*)
 5. Allons faire faire un prélèvement sanguin! (amorce: *il nous fut recommandé*)
- VI. Répondre aux questions suivantes.
1. Quels inconvénients peut provoquer une injection d'iode?
 2. Qu'est-ce que le mou de veau?
 3. Comment pourrait-on résoudre la fracture sociale?
 4. Que disent certaines dispositions de la loi Informatique et libertés?
 5. Comment peut-on éviter le cancer de la peau?

Colette Dio, Nancy, France

Used with permission of the American Association of Teachers of French, *National Bulletin*, Vol. 35, No. 4 (April 2010). AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.



JOUONS À L'ARC DE TRIOMPHE

This game provides a new format to review familiar material as well as a cultural format to strengthen memory skills. It is a unique variation of a memory game and can be adapted to a variety of skill levels and time constraints.

This game, proposed by Nancy K. Stump of Marshall University [stump@marshall.edu], provides a new format to review verb tenses, vocabulary, numbers, days of the week, months, etc. as well as a culture format.

PREPARATION: 1 game board (8 1/2" X 11") per group – 2 to 6 students
1 plastic bag of game cards per group

GAME BOARD: The drawing of *l'Arc de Triomphe* on page 29 is sized to play with 1 1/2" game cards. Laminate or encase in plastic sleeve so that you can use it multiple times. The game board and the drawing of *l'Arc de Triomphe* could easily be enlarged to poster size and played on the floor with more students using index cards as game cards, if you prefer.

GAME CARDS: The number of pairs of cards can reflect whatever you wish to review. Suggested drawings for game card backs are reproduced below for your use. (Colors could work just as easily). Prepare the card pairs with the reverse side with the drawing of one in French (*le chien*) and the other in English (*the dog*), for example. If reviewing more than one content area, the drawings (*fleur de lis*, *drapeau*, etc.) can represent different categories (verbs, vocabulary, numbers, etc.), but the game works well either way.

CARD DISTRIBUTION: Cover the game board with the cards drawing side up. It takes 22 cards to cover the *l'Arc de Triomphe* drawing with one layer. If you have more cards than space, cover the first set with a second or third layer.

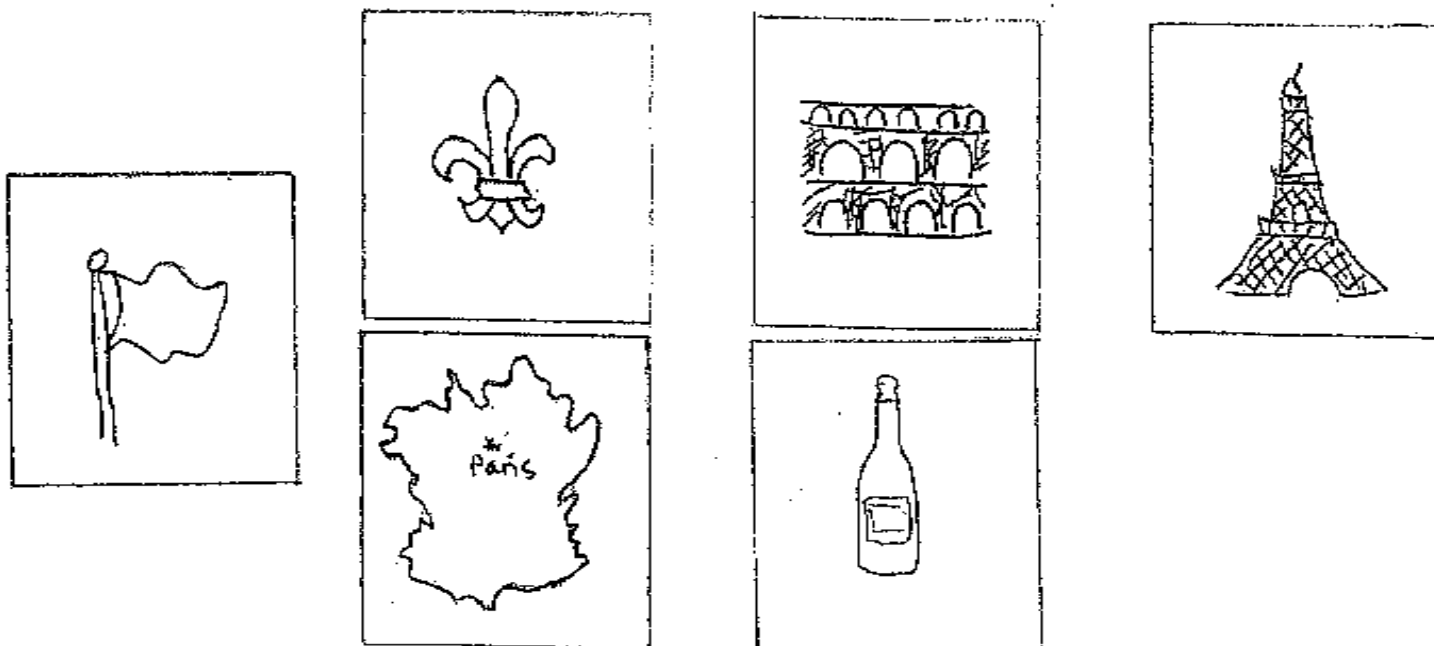
PLAY: Students take turns to match cards by turning over two cards at a time. If there is no match, cards are returned to their spots on the board. If there is a match, the student removes the pair. The winner is determined by the greatest number of pairs. (If you are reviewing multiple content areas, students know only those cards with the same picture have the potential to match). As play progresses and cards are removed, a student may fill an empty space vacated by a match with a card where there are multiple layers. That move would count as the player's turn. To keep all the students involved, require that each student have one turn, even if there is a match, so that play continues around the group, rather than have one student continue play after he/she earns a match. The winner can be determined when time runs out or when cards run out. The repeated contact with the review material will reinforce the students' grasp of the target structures without them even realizing they are studying!

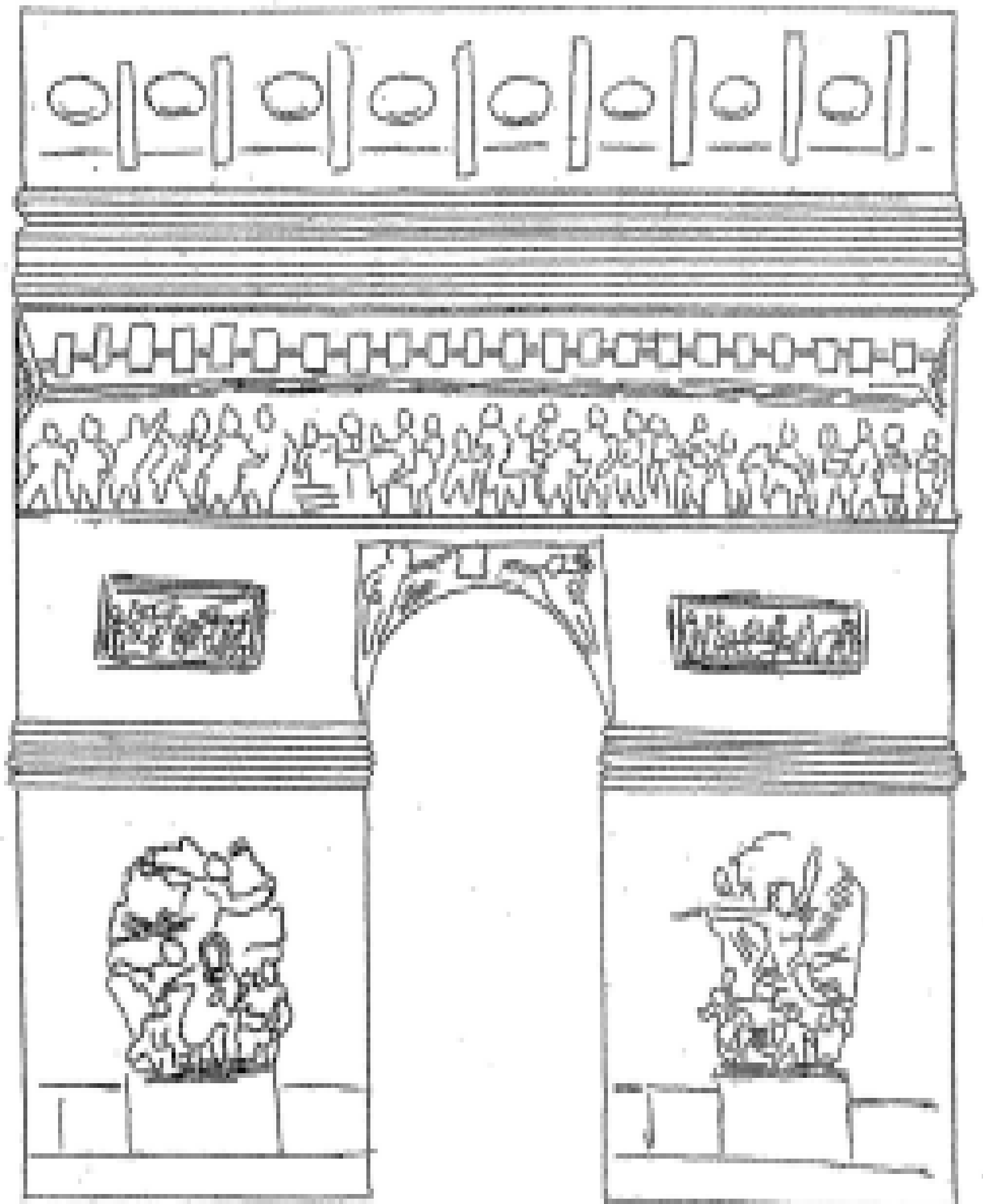
The goal is to match as many correct pairs as possible and remove them from the game board. Each match will be placed beside the player who wins it. A valid match is not just a picture match; it is also a match of French and English content.

(EDITOR'S NOTE: We have simplified the game procedure to accommodate younger language learners and limited publication space. For more structured game rules, contact the teacher).

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)





NATIONAL FRENCH WEEK CONTESTS

The theme for 2010 is "Les Antilles françaises: Histoire et cultures / The French Caribbean: History and Cultures"

ESSAY CONTEST

Deadline: Postmarked by **October 15, 2010.**

Send to: Mary Certa, 9513 Johnson Street, Crown Point, IN 46307-2213 [e-mail: marycerta@comcast.net]

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2010. No group entries. There is a limit of five entries per school. Essays must be written in English and be typed or word processed. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, e-mail address, and AATF chapter name must be written on the front of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

Judging Criteria: Relevance to the

theme, originality, written expression.

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

POSTER CONTEST

Deadline: Postmarked by **October 15, 2010.**

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

Guidelines: The poster theme must appear on each entry. No copyrighted figures (ie. Snoopy, Astérix) accepted. Each entry must be the original work of a current French student whose teacher is an AATF member for 2010. No group entries. There is a limit of five entries per school. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, e-mail address, and

AATF chapter name must be written on the back of the poster. Submissions with incomplete information will not be judged.

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

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

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

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



NATIONAL FRENCH WEEK PROMOTIONAL ITEMS PLAN NOW FOR NOVEMBER!



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

	Quantity	Total
Bumper Stickers: <i>National French Week: November 4-10</i> [50 cents each or 10 for \$4]	_____	_____
Pencils: <i>La Semaine du Français: du 4 au 10 novembre</i> [4 for \$1]	_____	_____
Buttons: <i>On est les meilleurs!</i> [65 cents each or 10 for \$6]	_____	_____
Balloons: <i>National French Week: La Semaine du Français</i> [10 for \$1]	_____	_____
**SPECIAL: Order 25 of each item (100 items total) for \$25 (a 20% savings)	_____	_____

Posters: Copies of the 2009-2010 promotional poster are available while supplies last. [\$2 each or 10 for \$15]

T-shirts (blue with white logo design) _____ T-shirts x \$13 _____ M _____ L _____ XL _____
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AATF BOOK CLUB 2010

The second text chosen for the AATF 2010 Book Club, *Neuf Nouvelles: Hommage aux Sénégalaises*, is a *recueil* of ten short stories, each preceded by deftly orchestrated interviews between the editor, Dr. Kathleen Madigan, and the ten Senegalese authors. The *grand finale* offers three additional interviews that elucidate yet more of the Senegalese context. After each story, Dr. Madigan provides a series of questions and activities to further engage readers in the texts. Given the high quality of this portion of the volume, I see no need in this review to offer additional pedagogical strategies. This lively volume serves equally well as a general reader or as a textbook for those interested in the lives of Senegalese women. The careful choice of text and the varied directions taken in the interviews allow the import of this thin volume to expand far beyond any national border and women's issues to touch upon the big questions of culture, religion, family, education, politics that underlie every facet of the human endeavor.

Dr. Madigan's introduction sets the scene by offering a short but sufficient accounting of both the literary and social scene soon to unfold. "Homage to Mariama Bâ," Madigan begins her own story with Senegal by referencing *Une si longue lettre*. From there, she describes her Fulbright sabbatical year from which arose this volume with its interviews and discussions crossing a wide range of fields—journalism, sociology, history, science, politics, business, and beyond. From there, she offers readers a literary history of Senegalese women writers followed by social, cultural, economic, political, religious, and ethnic contextualizations. In the end, she invokes the veritable *mater familias*: "À nos mères, alors, au Sénégal, aux femmes sénégalaises!" (p. 18).

Aïssatou Cissé, director of a publishing house in Senegal, also works with NGOs like the African Women Millennium Initiative on Poverty and Human Rights (AWOMI). Her story, "Linguère Fatim" tells of Fatim Djeumbet Dieng, daughter of kings, reduced to fishmongering, who never abandons the dignity of her royal blood. Several lessons—equally valid for young and old, man and woman, wealthy and poor—make their points along the way: the scandal of gossip-mongering gives way to that of assuming a person's 'worth' by the status of their daily labor; the value of honorifics ceding to that of one's mate's sense of self-worth and one's children's education. The subsequent questions and activities, as will be the case throughout the subsequent nine stories presented, allow readers unfamiliar with Senegalese names

and places to get a better grasp and to quickly spot check comprehension before moving to discussion questions and activities. The first is particularly apropos for Western readers who may, at first blush, refuse the moral of Fatim's sacrifice for her husband and children. By comparing the family-career choice that academic and professional women are called upon to make in so-called 'liberal' societies with those made by Fatim, it is soon evident that we share much common ground, however western feminists may couch it. As with most of these stories, I found that re-reading the interview brought even deeper appreciation of the text and context.

The second tale, "Le Rêve d'Amina," by Nafissatou Dia Diouf is another first-person narrative. This time, the narrator is a ten year old girl, Amina, who despite the taunts of her brothers and the dismissive attitude of her mother, follows her dream of becoming a lawyer. The epilogue stages a now 25 year old Amina, for whom the duress of girl-only responsibilities, perhaps even more so the derision of her siblings, has better prepared her for courtroom antics. Besides the transcultural question of how women, mothers in particular, affect the educational and professional aspirations of younger women, Dr. Madigan in Discussion # 6 (p. 55) asks the haunting question of the invisible father figure. If so-called patriarchies hamper girls from reaching their potential as women, how do the fathers and father figures do so *in absentia*? It would be instructive to compare Cissé's Fatim to Diouf's Aminata to further one's thinking about early and/or arranged marriages, social class and caste, and types of mothers, all in the full context of women's *éducation*. Going back to the interview with Ms. Diouf would underscore several points. Important to the whole discussion would be an exploration of the several questions in the interview where the style, beauty, and physical features of Senegalese woman are highlighted. How does this operate to the benefit and to the detriment of women in Senegal, elsewhere in Africa, in various Muslim countries, in the West?

Dr. Khadi Fall, author of the third short story, "Les Noces de Nafi," brings a wealth of global experience to her work, as do most of the authors. As a specialist in German literature, sub-specializing in the image of women, she brings to light the effects of globalization on the hearts and hearths of Senegal. In this instance, a *vieille fille*, 32 year old Nafi, finds her love match online. Jibi comes home to Senegal to meet her, falls in love, and soon after wedding preparations begin. Women, we learn both

in the pre-reading interview and in the text itself, maintain the important interpersonal relations in Senegalese society. So, as Nafi learns about the marital negotiations between Jibi's parents, she realizes that she has not asked him the most important question, one that leads right back to her having been raised by an adoptive mother. This story brings up a host of questions of interest to university age students: the global angle in the age of the Internet puts novel spice into the mix.

Mariama Sy Ndiaye in her work, "Justice," shows the flip side of marital unions. Her heroine is a first wife, Saffi, long ignored by a husband with two younger wives. Through a cosmic righting of wrongs, Saffi regains the love and respect of her husband. Divine intervention and strong religious beliefs explored in this story open readers' minds to alternative narrative realities and important cross cultural ways of thinking about life, love and justice.

Miriam Ndoeye, too, brings an African flavored magic realism to her readership in "Si le Ndeup m'était conté." Her protagonist suffers from what western psychiatry would label post-partum depression. Yet, to the women in this new mother's *milieux*, her affliction comes from a spirit who is 'riding' her for her failure to show sufficient thankfulness. The *ndeup* ceremony provides an acceptable offering and she is liberated. Part of the incantation by the priestess refers to historically conflicting rapports with whites. Although mentioned in the interview along with the fact that Ms. Ndoeye carefully chooses her titles to encourage readership, there is an intriguing story here that might well be ferreted out in frank class discussions (although not Senegalese, Claire Denis' *Chocolat* might well serve to elucidate black-white tensions in West Africa).

Three of the stories are written by men. "La Femme parfum" by Abdoulaye Elimane Kane focuses on the intersection of art and politics. His heroine, Kaltoum, uses her *couture* art to reflect on social mores. When the government falsely accuses her of espionage and collusion with the enemy, it is her artistic discourse that helps to bring about *détente*. The second male author is Charles Cheikh Sow whose main character mirrors an interviewer's interrogatories back at him in what becomes an eye-opening reversal for this government representative who usually runs the show and does who knows what with his collections. In a sophisticated play on the tale, the preparatory interview between Dr. Madigan and Mr. Sow creates a delightful *jeu de miroirs*. The third male author is

Pape Tall. His is the only story with a male protagonist; yet, it still stays true to the theme of an homage to Senegalese women. In it, a young soldier maintains his sanity and his courage through his love for Adélia. The opposition of love and war resonates in the interview with Mr. Tall, offering fecund ground for class discussions in these bellicose times. It might prove enlightening, after reading all ten stories, to discuss whether the three male authors bring a gender-specific perspective, thematic, style, voice to their tales.

The final story that I cover here is by a "transplant," Anne Piette. Her tale, "Commandos insolites," hums with traditional, animistic magic. Delving—as so many of the authors have—into the complex interpersonal relations to which the womenfolk must attend daily, the *real politik* behind the men's official posturings, Ms. Piette weaves an engrossing scene behind the scene. In life, whatever one's status, there are limitations, some appear perhaps less fair than others. In this tale, if not almost all of them, a workaround by those systemically less endowed with the power to bring about positive, immediate change still manage to do so. All the while, the delicate balance of a mass of intricate social dynamics are maintained. Peaceful co-evolution takes time.

The volume concludes with three more interviews: the scientist, Arame Boye Faye; the historian, Penda MBow; the sociologist, Fatou Sow. I cannot express my absolute delight upon discovering Dr. Sow's interview. I realized quickly that she was the Senegalese sociologist whose lecture I had attended at the University of Minnesota in the mid 1980's. Her thorough and well-documented sociological and historical research back then opened my eyes to the devastation that European trading brought to the female-dominated economies in much of what is now called Senegal. Her lengthy interview wraps up many of the threads woven through this volume that celebrates the lives, the hard work, the creativity and the love of our Senegalese sisters, mothers, friends and colleagues. This choice for the Book Club most certainly responds to the 2010 theme: "La Diversité francophone: passé, présent, futur."

M. Kathleen Madigan
Rockhurst University
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VISIT THE JNCL WEB SITE
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VIVE LE FRANÇAIS! CLASSROOM ACTIVITIES



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Hope for Haiti

Amid the unspeakable devastation in Haiti and the tragic images which continue to flood our TV and computer screens, there are a few positive elements—global solidarity, “Doctors without Borders,” and a resurgence of the French language and Francophone culture, especially music and art, of this country now without a voice. Television anchors Katie Couric (CBS) and Anderson Cooper (CNN) both apologized profusely for not speaking better French during their interviews, but at least they made an effort. Most of the other commentators relied on translators except for ABC’s Diane Sawyer, whose fluency and accent made us proud. For our students, the media coverage of the earthquake has sadly put Haiti in the forefront, but it has also heightened their awareness of the importance of studying French and giving back to others in need.

Jean-Dany Joachim: Poet Laureate

Boston is home to the third largest community of Haitian immigrants in the U.S. One member of this community, Jean-Dany Joachim, a native of Port-au-Prince, moved to the U.S. two decades ago. He attended UMass/Boston and studied French with Brian Thompson, President of the AATF Eastern Massachusetts Chapter. Elected Poet Laureate of Cambridge for 2009-2010, Jean-Dany has presented several workshops on Haiti for our chapter. Now an ESL teacher at Bunker Hill Community College, Jean-Dany writes in French, Creole, English, and Spanish. His poems have been published in many anthologies and literary magazines. Ironically, he was scheduled to return to Haiti the day after the earthquake struck to attend a conference. Instead, he wrote this tribute, which although emotionally raw, ends with a ray of hope. When I received it by e-mail, I knew I wanted to share it with my classes and my AATF colleagues. May these words inspire your students to keep Haiti in their hearts.

Classroom Activities:

1. After calling on students to read aloud each stanza, put students in groups and ask them to make a list of verbs, nouns and adjectives which describe what happened during the earthquake. Compare lists of each group.
2. Continue with a list of Port-au-Prince landmarks which are cited.
3. Ask students to identify the poet’s friends and family members who are mentioned and suggest their relationship to him.
4. Change groups and ask students now

to list phrases and images of hope and renewal.

Classroom Discussion:

1. Which religious components of the poem lead you to believe in the poet’s faith in the future?
2. We see the poet go through three stages in this poem: denial, acceptance and hope. Where does each stage begin and end?
3. Besides the verb “j’attends,” there are many vocabulary words and phrases which are repeated throughout the poem. What is the purpose of this repetition? How does it make the reader feel?
4. Which images are the most dramatic and why?

Writing Assignment:

1. Write a ten-line stanza beginning with “j’attends....” in which you express your feelings for the people of Haiti and your wishes for the future of their country.

Project:

1. Assign students a PowerPoint presentation entitled “Hommage à Haïti” with images from Haiti and quotes from Monsieur Joachim’s poem. Students may also choose to design a collage instead of the PowerPoint presentation.

Webquests:

1. Research on the Internet the names of the 3 hurricanes which hit Haiti in 2008, the dates they came, and the destruction they caused.
2. Trace the path of each hurricane. Report your findings to the class.
3. Google the poet, Jean-Dany Joachim. Read his biography and some of his other poems. Introduce him to the class using the information you found online and photos.
4. Research “Les Médecins Sans Frontières” who have taken such an active role in the medical care of the earthquake victims. Give a brief history of this organization and explain how doctors can be a part of it and where else in the world they are stationed. Present your report to the class.

The Poet and AATF in 2010:

AATF members who will be attending the ACTFL Conference in Boston in November will have the opportunity to meet Jean-Dany Joachim who will be part of a 3-hour workshop, entitled “Nouvelles Voix de la Francophonie.” This workshop, organized by the Eastern Massachusetts AATF Chapter, will be sponsored by

MaFLA. *Vive l’esprit haïtien!*

Joyce Beckwith

Co-Chair Commission for the
Promotion of French
Region I Representative
[MmeJoyB@aol.com]

FORUM DES JEUNES AMBASSEURS DE LA FRANCOPHONIE DES AMÉRIQUES

Le Centre de la francophonie des Amériques, en collaboration avec la Fédération des jeunes francophones du Nouveau-Brunswick et l’Institut du Nouveau Monde, tiendra son deuxième Forum des jeunes ambassadeurs de la Francophonie des Amériques du 7 au 17 août 2010, au Nouveau-Brunswick (Canada), sous le thème «Nos chemins d’Amérique».

Une cinquantaine de jeunes francophones et francophiles des quatre coins des Amériques, âgés de 18 à 35 ans, seront réunis à Moncton et Shippagan pour discuter, échanger et débattre des enjeux liés à la francophonie à l’échelle du continent par le biais de conférences, panels et ateliers.

L’an dernier à Québec, des conférenciers comme le cinéaste québécois André Gladu, le dramaturge haïtien Béleck Georges et l’auteur-compositeur et interprète cadien Zachary Richard se sont adressés à des participants enthousiastes.

Cette année, notre Forum se tiendra donc en Acadie, sous la présidence d’honneur de la chanteuse Marie-Jo Thério. Parmi les conférenciers et personnalités invitées, on retrouvera notamment Zachary Richard et Barry Ancelet de la Louisiane, l’écrivaine Antonine Maillet ainsi qu’Alexis Tiouka de la Guyane, expert international en droits des autochtones. Cela va de soi, nous souhaitons évidemment la participation de Franco-Américains ou de francophiles des États-Unis.

En tapant le [www.francophoniedesameriques.com/forum2010], vous aurez accès à toutes les informations nécessaires pour s’inscrire. Je précise cependant que les candidats retenus, à l’exception des 300\$ d’inscription, bénéficieront du transport, de l’hébergement, de la nourriture et des activités socioculturelles, tout cela aux frais du Centre de la francophonie des Amériques.

UN SIMPLE HOMMAGE AUX AMIS, À LA FAMILLE ET AU PAYS.....

La terre tremble
Les maisons tombent
Les cris s'étouffent
Dans les décombres
Mon coeur se fend
J'attends

J'attends un cri rebelle
Pour me redonner l'espoir
J'attends mes pleurs
Qui résistent encore
J'attends les mots qu'il faut
Et la musique aussi
Des mots que Magalie ne lira pas
Et la chanson qu'on ne chantera pas ensemble
J'attends

J'attends que les images
Disparaissent dans ma tête:
La cathédrale qui court
Pour éviter de tomber
Des anges qui s'agrippent
Au Sacre-Coeur pour empêcher sa chute
Le palais national qui d'un bond
Se relève et reprend sa place aux champs de Mars
Port-au-Prince qui se réveille de sa sieste
Pour voir qu'il n'était question d'un simple cauchemar
J'attends

J'attends de pouvoir enfin dormir
J'attends d'écouter la voix des miens
Lasirèn qui rit, et qui espère
Mon frère Pòl qui parle de résurrection
La voix calme de Lo qui me rappelle ses parents
J'attends un signe dans la petite maison bleue
À la cinquième avenue Belosse
J'attends le dernier décompte
Le dernier nom
Le dernier appel téléphonique
Le dernier bilan

J'attends que le sang sèche
Que le dernier cadavre soit couvert
Et que je fasse le dernier signe de la croix
J'attends
J'attends pour enfin accepter

Que pour de vrai ça a eu lieu
Que ma terre a tremblé
Des maisons sont tombées
Les miens sont meurtris
Et leurs cris étouffés
J'attends

J'attends pour enfin accepter
Que c'est ce même espace
Que les ouragans ont devasté
Ce même coin de notre planète
Que les inondations ont ravagé
Oh, notre terre que ma mère portait dans son coeur

J'attends de comprendre
Comment combler ses vides
Tous ces noms effacés
Tous ces souvenirs
Tous ces projets
Et cet après-midi qui s'est trop vite changé
En profondeur de la nuit...

J'attends la main qui touchera les âmes
J'attends le mot juste pour reprendre la marche
J'attends l'espoir qui renaîtra
J'attends le prochain lever de soleil
La première fleur à paraître
J'attends de pouvoir enfin pleurer
Pleurer une rivière avec la foule et me libérer
Pleurs de morts
Pleurs de mots
De musique et de silence
Pleurs de terre qui tremble
De maisons qui tombent
Et qui étouffent les cris
Pleurs de joie à venir
Et pleurs de résurrection
Mais j'attends

J'attends désespérément
Le premier vol
Qui m'emmènera vers les miens
J'attends

J'attends.....

Jean-Dany Joachim

FUNDRAISING MADE FUN

We may not be the biggest fundraiser in Houston, but we are the most FUN! For the last two years the French National Honor Society at Westchester Academy sponsored the Westchester International Dog Show. This unique event was time consuming, but the benefits were well worth the effort.

The first item of business was selecting a date, time, place, and getting principal approvals. For our students, 10:00 am was not too early for a weekend or for students coming to set up and prepare for the show, which lasted a little over two hours. Normally, October is a relatively dry month as the temperature falls at least below 90. We reserved the baseball field and, just in case, the covered basketball court, should the weather not cooperate. We have been lucky both years, with absolutely perfect skies, the kind that make everyone want to get outside.

The next task was using student creativity to determine categories that bring smiles, if not laughter. As this was not a "serious" show, we provided something for all. We began with geography to reinforce social studies and make everyone aware of the animal differences caused by habitat. The classifications were very loose by continent and included a miscellaneous, for dogs of unknown heritage. This year, Eastern Europe was especially well represented with three Pomeranians. Germany had a number of shepherds and some dachshunds.

Intelligence and training was another category with numerous selections for owners to make. The race to find the fastest was one of the best parts of the show. There were also competitions for friendliest and best in retrieving, Frisbee catching, and dancing. The most original trick/talent was a dog who would sneeze on command. Grooming and appearance were also important, so we included best dressed, looks most like owner, best Halloween outfit, and most patriotic attire. One student and his dachshund, who both dressed in red baseball shirts and caps, won.

We also had a classification for "Texas Sized Dogs," including the tallest on two legs, on four legs, the fluffiest, and the biggest smile. This was at third base while "Little Treasures" competed in similar categories at first base. Contestants entered as many or few categories as they wanted. Registration was a \$5 donation for each event that includes one entry for the handler. Three events were \$10 and seven were \$20. On site registration was \$5 per event and \$2 for each spectator.

Publicity went in every direction the stu-

dents could imagine. Students sold tickets everyday at lunch for two weeks prior to the show, put signs out around the school and in neighborhoods as allowed, and left announcements at veterinary practices and pet shops in the area.

To make the show more inclusive, we asked the German National Honor Society at our school and Spring Branch Middle School German students to join us. They sold refreshments and had a small garage sale. Another French National Honor Society from Spring Woods High School also participated with the show's first "dog wash." Their students used technology to produce some fabulous publicity that really promoted the entire show. Finally, Westchester Art Club took photos and did sketches for a small donation. Each of these organizations made enough money to ensure their participation next year.

Janet L. Smith
Westchester Academy (TX)

FREE TEACHING MATERIALS AVAILABLE THROUGH EMBASSY OF SWITZERLAND

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

There are also other materials that can be ordered:

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

To order any or all of these free items, please write to: [was.info@eda.admin.ch].

LES FABLES FABULEUSES DE LA FONTAINE

In late October, the honors students (French II, III, IV, and AP) of Charlotte Christian School spent the day in a French immersion camp at the International House, a non-profit organization dedicated to serving the international community of Charlotte by encouraging cross-cultural communication. Organized by AATF member and French Teacher Dawn Young, the camp was designed to improve the French-speaking skills of her students who spent the day singing, dancing, and interacting around "Les Fables fabuleuses de la Fontaine."

Students were split into four teams and spent the day rotating among four different workshops. The workshops included: Arts & Crafts—where the students made character masks based on Aesop's Fables; Skits—school actor Evan Marcey directed three *Fables* in French for the students to act out; indoor games—students played Scrabble and Taboo in French; and outdoor games such as *Canard, Canard, Oie* (Duck, duck, goose).

AP French students Alexa Dexter, Evan Marcey, and Rachel Moreau acted as the camp counselors and led the workshops with the help of native French speaker Ayrton Vencatachellum, a French IV student. Young arranged for several native French speakers (among them AATF member Alan Singerman and a couple of members of the local *Alliance française*) to be on hand to monitor how well the students did in speaking French throughout the day. The monitors interacted with the students by helping them recall words they needed as well as engaging them in conversations. Prizes were awarded to students and teams whose members exhibited the spirit of the event by speaking French for the entire day.

Freshman Chase Howard, a French II Honors student, enjoyed the day. "It was a great experience," said Chase. "The camp forced me to put what I know into action. It showed me that I knew more than I thought I did."

Kelley Burch

UPCOMING AATF CONVENTIONS

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

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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)

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

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

The front 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)

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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)

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

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

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Collection of Classroom Activities and *Salut les jeunes!* activities from past issues of the *National Bulletin*. \$30 (members)/\$40 (nonmembers)

Les Fables de la Fontaine Activities Manual

Collection of Classroom Activities activities to accompany the 2009-2010 National French Week poster. from past issues of the *National Bulletin*. \$20 (members)/\$30 (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.



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___ 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)	
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AATF OUTSTANDING SENIOR IN FRENCH AWARD APPLICATION FORM

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(as it should appear on the certificate, please print or type clearly)

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

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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

_____ *Société honoraire* _____ Officer _____ Pi Delta Phi _____ Officer

_____ National French Week 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 _____

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

PROMOTION OF FRENCH (MEDIA)

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

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 (4x4x2") 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 buttons, 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 le français! 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 39 for ordering information.

AATF FLES* COMMISSION REPORTS

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

Promoting FLES* Programs (2004) \$9

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

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

Attracting French FLES* Students (1996) \$9

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

FLES* Methodology I (1994) \$9

Expanding FLES* Horizons (1993) \$9

Evaluating FLES* Programs (1992) \$9

Implementing FLES* Programs (1991) \$8

Innovations in FLES* Programs (1990) \$8

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

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

Send your check or school purchase order to: AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [\[aatf@frenchteachers.org\]](mailto:aatf@frenchteachers.org). Prices valid through 5/31/10.

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

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

NEW! CALENDRIER FRANCOPHONE

The AATF has produced a Francophone calendar thanks to images contributed by our members. This 16-month calendar shows are 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

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 nonmembers) or \$12 each for orders of more than 5 copies.

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

Name:

Address:

City, State, Zip

Daytime Tel: E-mail:

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

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!

ACADEMIC CREDIT FOR THE 2010 CONVENTION IN PHILADELPHIA

The AATF is pleased to be able to offer 2010 Philadelphia Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in St. Louis. The cost for one hour of graduate credit is \$145. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must preregister so that paperwork can be completed and staff can get an idea of the number of people interested.

PRELIMINARY SYLLABUS

College Graduate Credit (one credit hour)

- Participants should plan to register for and attend the entire conference beginning Sunday, July 4 and concluding on Wednesday, July 7.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary session on Sunday, July 4.
- Participants may select from one of the following strands and attend related sessions scheduled throughout the convention or they may create their own theme-based plan.

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

After the convention:

- Each participant will present a written summary of the conference which includes the following:
 - 1) A summary and critique of each session;
 - 2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work;
 - 3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by **September 15, 2010.**

If you are interested in receiving one hour of graduate credit, please register using the registration form on pages 47-48. You will receive official registration materials from Webster University. The instructor of record for this course will be Brian Kennelly formerly of Webster University [bkennelly@calpoly.edu].

AATF CONVENTION WORKSHOPS

The following three-hour workshops will be offered during the convention. Preregistration (see form pages 47-48) is required (\$30 per workshop).

Sunday, July 4 (2-5 p.m.)

W117: Destination francophone: la France de l'ouest

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

La Bretagne et la Normandie ont beaucoup à vous offrir! Cette intervention interdisciplinaire vous propose de nouvelles connaissances pour utiliser dans la salle de classe: contes, légendes, chefs-d'oeuvre ainsi que d'autres possibilités à considérer! Un grand dossier sera donné à chaque participant pour célébrer la culture de ces provinces inoubliables!

Sunday, July 4 (2-5 p.m.)

W118: À la découverte de l'environnement: une approche d'apprentissage aux problèmes et à leurs solutions

Intervenante: Sheila M. Macrae, Princeton Regional Schools / Rutgers University (NJ)

Cette séance interactive, conçue pour les niveaux intermédiaires et supérieurs selon les critères d'ACTFL, fera réfléchir aux solutions qui pourraient résoudre certains problèmes du réchauffement climatique, telles les énergies renouvelables. La méthodologie d'enseignement est motivante et des outils pédagogiques seront offerts pour permettre aux participants de développer leurs propres stratégies d'enseignement.

Wednesday, July 7 (8:30-11:30 a.m.)

W411: Preparing to Teach the AP French Language and Culture Course

Intervenants: James Monk, The College Board (GA), et Deanna Scheffer, Episcopal High School (FL)

The revised AP French Language and Culture course and exam will take effect in the 2011-2012 academic year. Participants will learn how to use the AP Curriculum Framework and sample questions for the revised AP Exam to design level-appropriate, standards-based classroom investigations, learning activities, and performance assessments.

PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars (see page 39). 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].

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 _____

Daytime Tel: _____ E-mail: _____

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

2010 PHILADELPHIA PRELIMINARY PROGRAM

Below you will find the preliminary program as it stands now. There are a number of sessions yet to be confirmed. The descriptions here are quite abbreviated. The full descriptions can be found on the AATF Web site version of the preliminary program and will, of course, appear in the final printed program.

Sunday, July 4 (afternoon)

E112: Les 10 Raisons principales de voyager avec vos élèves (exposant)

Intervenantes: **Anca Coleman, Holly Kuisle,**
Intercultural Student Experiences (ISE)

Nos programmes offrent un séjour en famille d'accueil, donnant aux élèves la vraie dimension d'une immersion linguistique et culturelle dans un autre pays.

S113: French Philosophes and Philadelphia Freedom

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

Montesquieu, Voltaire, Rousseau inspired Jefferson, Franklin, and others in the American Enlightenment, who in turn influenced the French Revolution. The presenter will address the mutual relations between France and Philadelphia and discuss ways of incorporating them into classroom activities.

S114: French Word Study

Intervenant: **Mel Yoken,** *University of Massachusetts Dartmouth*

U.S. media contain a plethora of French words and expressions. The presenter's lexicographic exegesis is a study of this phenomenon and the enormous impact the French language has on the American press.

S116: Innovation in French language Teaching at the Elementary Level: An Exploratory Investigation

Intervenante: **Mardi Michels,** *Ontario Institute for Studies in Education*

The speaker will present findings from a small study comparing students' oral proficiency levels in various Canadian elementary French programs. Participants will rate audio samples collected during the study.

S119: Ethnic Diversity in France Today: Jewish Culture in Paris

Intervenante: **Dora E. Polachek,** *Binghamton University (NY)*

The presenter will challenge claims that France is engaging in state-sponsored acts that put its Jewish population in danger. It will focus on the richness of Jewish culture in Paris by highlighting synagogues, museums, as well as events that are made possible by state-sponsored support.

S121: L'Urbanisation de Paris: le passé, le présent, le futur

Intervenante: **Marie-Simone Pavlovich,**
Northwestern University (IL)

Vol. 35, No. 4 (April 2010)

Il s'agit d'examiner les enjeux proposés par une dizaine d'architectes et leur intégration dans une réflexion portant sur le développement de la métropole.

E122: Un Outil de la diversité francophone: Le Français dans le Monde

Intervenante: **Alice Tillier,** *Le Français dans le Monde (France) (exposant)*

Le Français dans le Monde se veut le reflet de la diversité de la Francophonie: diversité linguistique, culturelle, diversité des situations d'enseignement et des pédagogies.

S123: Chapter Collaborations for Promotion and Profit

Intervenante: **Joyce Beckwith,** *Wilmington Public Schools (MA)*

The presenter will highlight the collaboration between the Eastern Massachusetts Chapter and the Massachusetts Foreign Language Association as a way of promoting French and recruiting new members. Included are an immersion weekend, Francophone Diversity Day, technology workshop, French strand at the state conference, graduate credits for new teachers, and professional advancement.

S125: L'Évolution de la danse francophone

Intervenante: **Karen Kuebler,** *Ridgely Middle School (MD)*

Explorez la cour de Louis XIV et le ballet classique. Continuez avec les danseuses de Degas et les cancanesuses. Puis, traversez l'Atlantique pour la danse folklorique de Québec, l'influence Cajun de la Louisiane et finalement les éléments africains à la Martinique.

S126: Une Approche globale de l'enseignement du français: l'Afrique francophone et les Antilles

Intervenant: **Daniel Noren,** *Ferris State University (MI)*

When we teach Hexagonal France, we present language, travel and leisure activities, history, culture, literature, art, places of interests, anthropology, and tourism. In Francophone West Africa and the French Antilles, we can also teach all these areas of pedagogical interest.

Monday, July 5 (morning)

S210: La Littérature à travers la nourriture

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

The presenter will demonstrate how she used an AATF Grant to create a unit on Literature through Food which culminated in a school and community *Soirée des fromages*.

S212: Introducing Grammar with Interactive PowerPoint Presentations

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

Instructor-prepared PowerPoint presentations, including photos and video, introduce and reinforce elements of grammar. Special

emphasis on the preparation of those interactive aspects that encourage student responses.

S213: Le Grand Concours

Intervenante: **Geneviève Delfosse,** *Thomas Jefferson HS for Science and Technology (VA)*

The chair of the Test Development Committee will give a brief overview of the *Grand Concours*. The National French Contest is used successfully to promote and support French.

S214: N'oubliez pas: French American Music, Language, and Identity

Intervenantes: **Cynthia Fox,** *University at Albany, State University of New York & Deborah Piston-Hatlen,* *Indiana University*

Recordings of Zachary Richard and Bruce Daigrepoint (Cajun) and Josée Vachon and Boréal Tordu (Franco-American) provide examples of how teachers can use music to bring to life U.S. Francophone communities and the varieties of French they speak.

E215: One Hundred Great French Books: Across Ten Centuries (exposant)

Intervenant: **Lance Donaldson-Evans,** *University of Pennsylvania*

The speaker will discuss the pleasures, challenges, and surprises of choosing 100 masterpieces across ten centuries. Included are a selection of great works by writers and thinkers of the Renaissance, classicism, and the Enlightenment, and by some of the greatest authors of the 19th and 20th centuries.

E216: Le Français dans le Monde: présentation et stratégies d'écriture

Intervenante: **Alice Tillier,** *Le Français dans le Monde (France) (exposant)*

L'intervenante se propose de présenter le nouveau *Français dans le monde*, né en 2010. Une revue qui s'adresse aux professeurs de français du monde entier et qui leur permet de s'informer, de se former et d'échanger.

C217: French Bérêts to the Rescue! A Plan of Attack for Mentors, Mentees, and Colleagues

Intervenante: **Suzanne Hendrickson,** *University of Missouri - Saint Louis*

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

S219: Standing Against the Storm: The Conflicted Protagonists of François Mauriac's *Un Adolescent d'autrefois* and *Le Sagouin*

Intervenant: **Robert Stanley,** *University of Tennessee at Chattanooga*

In these two novels, the respective protagonists sometimes face agonizing choices. The presenter will show how skillfully Mauriac resolves the tension that he has so creatively brought into being.

S220: A Second-Year University-Level Reading and Writing Class Designed Around a Trip to France

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

The presenter will describe a project created around a trip to France. Students annotated the part of a story that she composed in preparation for the trip. They composed the end of the story after their return.

S221: Lucie Aubrac: Résistante extraordinaire!

Intervenante: Barbara P. Barnett, The Agnes Irwin School (PA)

Cette héroïne de la Résistance nous a laissé des témoignages émouvants de ses expériences et l'importance de lutter contre les injustices. Les participants recevront de nombreux exemples pour créer leurs propres unités.

S222: Creating an Introductory World Cultures Course

Intervenante: Dorrie Nang, Nichols College

Choose the material, get a list of essential Web sites and ideas for evaluation tools, learn ways to connect with guest speakers from around the world, and discover what the most lasting impressions of the students have been for a world cultures course.

E223: Les Hommes politiques parlent-ils notre langue?

Intervenante: Françoise Boursin, Université Paris-Sorbonne (France) (exposant)

Beaucoup d'hommes politiques font des discours apparemment en français. Mais, sous l'influence des conseillers en communication, leur langage devient spécifique; on évoque à son propos la langue de bois: l'impératif du politiquement correct s'impose au discours où la forme prime le fond.

S224: Developing a Sustainable Curriculum for French Education through National Standards

Intervenante: Elizabeth Hallinan, University of Iowa

The National Foreign Language Standards give educators a tool to legitimize a broader agenda that could reinvigorate struggling programs and draw attention to the relationship between sustainability and language.

C225: André Makine: Réflexions françaises dans les miroirs russes

Intervenante: Mary Theis, Kutztown University of Pennsylvania

Parmi les écrivains russes qui ont enrichi la culture française, Makine a reçu le prix Goncourt et le prix Médicis. L'intervenante situera ces événements dans un contexte littéraire et approfondira l'analyse de l'oeuvre de Makine.

S226: Approaches to teaching Ahmadou Kourouma's *Allah n'est pas obligé*

Intervenante: Cynthia Lees, University of Delaware

Street kid and small-soldier Birahima narrates an epic tale of atrocities committed during the 1990s civil wars in Liberia and Sierra Leone. Birahima emerges as a kind of black *Jacques le fataliste*, whose travels in search of a missing aunt are constantly interrupted by a cast of carnivalesque characters.

S227: La Diversité de la féminisation linguistique au sein de la Francophonie

Intervenante: Marie-Marthe Gervais-le Garff, University of Plymouth (UK)

Au Québec, la féminisation s'est imposée beaucoup plus tôt qu'en France, y a progressé à un rythme plus régulier et ne s'y est pas heurtée à des obstacles institutionnels. L'analyse d'échantillons tirés d'un vaste corpus journalistique montre que l'usage l'emporte progressivement sur la norme.

S228: Performing Early-Modern French Comic Theater in the Twenty-First Century

Intervenantes: Yvonne LeBlanc, Simonetta Cochis, The Hill School (PA)

The presenters will discuss their experiences with producing a number of early-modern French farces for scholarly and popular audiences and how these works can be used in the classroom.

S229: The Romand "Non" to the Swiss Minaret Ban

Intervenante: Bonnie Fonseca-Greber, University of Louisville (KY)

Discover the part of the story the American media didn't tell and how three Francophone cantons voted to oppose the proposed ban. Explore what makes *la Suisse romande* tick and why it matters to *le monde francophone*.

S230: Impacts observables des nouvelles pratiques de communications sur la langue française

Intervenante: Monique Simard, Office national du film du Canada

Comment faire en sorte que l'interactivité offert par les nouvelles plateformes de communications puisse servir à l'épanouissement du français?

E232: Achieving Fluency With Your Students: Learn French Through Drama, Music, and Gestures With the AIM Method

Intervenante: Edite Sammons, AIM Language Learning (exposant)

Participants will learn about the Accelerative Integrated Method, created by Canadian French Teacher Wendy Maxwell. The presenter will demonstrate how drama, music, storytelling, taught through hand gestures, rapidly accelerate secondary language acquisition.

E233: Rescue and Resistance in Nazi-Occupied France: The Nuts and Bolts of Teaching with Powerful Survivors' Testimony

Intervenante: Joanne Silver, Beach Lloyd Publishers, LLC (PA) (exposant)

Beach Lloyd Publishers will take a fresh look at two aspects of Nazi-Occupied France, based on first-person testimonies: rescue and assistance of the persecuted, research on altruism, courage, and related motivation; and the different forms of resistance, from overt and militant to children's small acts of defiance.

S235: La Cité Nationale de l'Histoire de l'Immigration, une reconnaissance de la diversité française

Intervenante: Michèle Bissière, University of North Carolina at Charlotte

L'intervenante examinera les enjeux du projet et les raisons de son report, présente les collections, et proposera quelques pistes d'exploitation pédagogique axées sur l'immigration maghrébine à partir du site de cette institution.

S236: Focus on Louisiana French: Resources and Possibilities for Incorporating this Variety in the Francophone Classroom

Intervenants: Barry Jean Ancelet, Tamara Lindner, University of Louisiana - Lafayette

The presenters will address how teachers can use the *Dictionary of Louisiana French* to offer a basic introduction to this North American variety of French and to facilitate interpretation of written/oral production by students, leading to deeper textual and cultural understanding of this unique variety.

Monday, July 5 (afternoon)

E240: La Croisade contre les Cathares

Intervenant: Jean-François Pouget, Maison de la France - Club Jeunes - Destination France (exposant)

Au XIII^e siècle le royaume de France était politiquement et linguistiquement coupé en deux. Une guerre terrible l'a unifié; au final la langue française s'est imposée, mais au prix du sang et des larmes.

S241: Wiki, Google Docs, Voicethreads, Delicious...ou comment la technologie vient à l'aide de la pédagogie

Intervenante: Marie-Laure Hoffmann, Westfield High School (NJ)

Professeurs novices en technologie qui recherchent des outils simples et efficaces, vous apprendrez à créer un Wiki, un site internet interactif où vous placerez vos dossiers, vidéos et fichiers sonores. Une variété d'outils seront abordés. Apportez vos ordinateurs portables!

S242: Apprendre et enseigner avec TV5monde

Intervenante: Madeleine Flanagan, Alliance Française de Fort Lauderdale (FL)

À travers les programmes de TV5 s'expriment la Francophonie, sa diversité culturelle et

linguistique. L'intervenante présentera Apprendre.TV et Enseigner.TV.

C243: French No Exit: Call for Post-Secondary Advocacy

Intervenants: Robert Peckham, University of Tennessee at Martin, Patricia Cummins, Virginia Commonwealth University, & Randa Duvick, Valparaiso University

The presenters will discuss strategies as well as philosophical and fact-driven arguments which can be adapted to all types of post-secondary institutions.

S244: «Tire-toi une bûche»: la musique de Mes Aïeux

Intervenants: David Graham, Clinton Community College (NY), & Madeline Turan, State University of New York at Stony Brook

The presenters will suggest ways teachers can use the group's festive, eclectic music from their CD/DVD recording in the classroom.

S245: Le Club de Livres de 2010

Intervenantes: Alice Cataldi, University of Delaware, & M. Kathleen Madigan, Rockhurst University (MO)

Une introduction aux livres sélectionnés pour le Club de Livres 2010: *30 Contes du Maghreb* de Jean Muzi, *Kiffe kiffe demain* de Faïza Guène, et *Neuf nouvelles: hommage aux Sénégalaises*. Les participants auront l'occasion d'emporter des idées et du matériel pour se servir des livres en classe.

S246: Teachers of French: d'où venons-nous? que sommes-nous? où allons-nous?

Intervenant: Pierre Capretz, Yale University (CT)

The presenter will offer examples of the integration of technology within an authentic linguistic corpus for the teaching of French. These examples show the development of this use of technology over the past half-century, as well as recent efforts at building tomorrow's programs based on today's technologies.

S247: La France et l'Europe: connaître les grandes questions et les enseigner

Intervenant: Michel Gueldry, Monterey Institute of International Studies (CA)

L'intervenant présentera les raisons des choix français pour et contre l'Union européenne, son impact politico-économique, social et culturel sur la France, et suggère des méthodes pour l'enseignement.

S249: «young boys, no trouble, very safe?» Frédéric Mitterrand's *La Mauvaise Vie* as Text and Pretext

Intervenant: Brian Kennelly, Cal Poly, San Luis Obispo (CA)

What does the 2009 media storm surrounding Mitterrand and *La Mauvaise Vie* reveal about conflicting anxieties in contemporary French society—and beyond—and about the status of the «literary?»

Tuesday, July 6 (morning)

S310: Calendars in the Classroom

Intervenant: Gregg Siewert, Truman State University (MO)

Calendars from France appear in almost all introductory textbooks, but using calendars can extend beyond a first-year chapter. We will look at medieval calendar pages, the zodiac, and the ten-day per week Revolutionary calendar in order to expand our understanding of how the French deal with time.

C311: Teaching French with Web 2.0 Tools

Intervenantes: Geraldine Blattner, Florida Atlantic University, & Lara Lomicka, The University of South Carolina

The presenters will explore ideas for using Facebook and Twitter. They will discuss how to exploit Facebook, enhance the classroom atmosphere, motivate students, and promote cultural and linguistic knowledge. Then they will examine the pedagogical uses of twitter and report on a project using Twitter in an intermediate French class.

S312: "Cultivate Your Garden" to Sustain Your French Program

Intervenantes: Randa Duvick, Valparaiso University, Samantha Godden-Chmielowiec, Schurz High School, Janine Spencer, Northwestern University, Margot Steinhart, Northwestern University, & Eileen Walvoord, Niles North & Niles West High Schools

What happens locally determines the ultimate success of individual French programs. Discover ready-made documents in the French Language Advocacy Wiki which can make your French program flourish.

S313: Pleure pas p'tit bonhomme: l'identité d'un pied-noir

Intervenantes: Alice Cataldi, Donna Coulet du Gard, University of Delaware & Tammy Wubbenhorst, West Morris Mendham High School (NJ)

Ce roman de René Coulet du Gard retrace les efforts vaillants d'un p'tit bonhomme qui essaie de s'intégrer. Tirailé entre la France, terre de ses ancêtres, et l'Algérie où il grandit, il crée sa propre identité en faisant face à l'enfant en nous tous.

C314a: Réussite scolaire et insertion professionnelle des jeunes issus de l'immigration

Intervenante: Marie-Christine Koop, University of North Texas

L'intervenante tentera de faire le point sur l'intégration des jeunes issus de l'immigration en France. Elle présentera un aperçu de la réussite scolaire de ces jeunes et abordera leur insertion professionnelle en faisant référence aux mesures mises en place pour lutter contre la discrimination à l'embauche.

C314b: Comment peut-on être Français? The Debate on National Identity seen from the Margins

Intervenant: Fred Toner, Ohio University

The debate on national identity initiated by France's *Ministre de l'Immigration*, has brought to the surface dramatically opposing views of what it means to be French. The presenter will focus on the responses to the debate from the immigrants' perspective.

C314c: Les Jeunes des banlieues françaises: peuvent-ils espérer un meilleur avenir?

Intervenante: Rosalie Vermette, Indiana University-Purdue University Indianapolis

L'intervenante propose d'analyser la situation des jeunes dans les banlieues françaises depuis la mise en oeuvre du plan «Espoir banlieues».

S315: Un Abécédaire de la musique francophone

Intervenante: Deborah Humbert, Renaissance Small School of Cleveland Heights High School (OH)

Vous allez entendre de la musique diverse des artistes comme Anggun, malaisienne d'origine, à travers la musique traditionnelle de Noël, jusqu'au Zebda, groupe avec des racines en Afrique du nord.

S316: Seeing the Forest for the Trees: Student Reading, Grammar, and Learning Logs

Intervenantes: Anita Alkhas, University of Wisconsin-Milwaukee & Margaret Schmidt Dess, Shorewood High School (WI)

Learning logs differentiate instruction by allowing for student choice and personal reflection. The presenters will share several models for incorporating individualized student reading, grammar, and learning logs into a variety of courses.

S317a: Collaborating with Malian Villagers in their Fight Against Malaria

Intervenantes: Florence Dunkel, Ada Giusti, Montana State University-Bozeman, Jane Mends, Helena High School (MT)

In 2008 a French professor and an entomology professor paired to prepare students to work in a remote Malian village. Their students took a seminar on Malian culture and literature and a course on Agriculture, Poverty and Malaria. On site, they collaborated with villagers in their effort to eradicate malaria.

S317b: Bringing the Study of Francophonie to Life

Intervenante: Camille George, Ashley Shams, Susan Smith-Cunnien, University of St. Thomas (MN)

Two professors from French and Engineering describe the collaboration that has brought their students together to work on service-learning projects in Mali. The partnership has allowed both disciplines to

engage in study abroad in a non-traditional destination.

S318: The European Union: From Content to Classroom Enrichment Through Understanding

Intervenant: Stephen Kiley, Quincy College

Learn about the European Union, its emergence in a global society, and significance in a world language curriculum. Easily accessed curricular materials and hands-on activities incorporating the five C's will be presented.

S320: Des voix s'élèvent: à la recherche de la Francophonie nord-américaine

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

Cette présentation contiendra des chansons tirées du CD *Des voix s'élèvent*, publié par Le Centre de la francophonie des Amériques. Des idées pédagogiques et des exercices de conversation, de grammaire et de vocabulaire seront offerts aux participants.

C321: Teaching French with Web 2.0 Tools, Part I (Wikis & Podcasting)

Intervenantes: Theresa Antes, University of Florida, Lara Lomicka, The University of South Carolina, Marie Schein, Texas Christian University

Wiki projects demonstrate how writing triggers interest, foster collaboration and co-construction, promote revisions and peer review, and contribute to more engaged writing. Then, they will examine how to use podcasts to understand the complexities of the e-caduc; suggestions for incorporation of podcasts from Francophone sources are offered.

S322: Music in the French Classroom

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

The presenter will demonstrate some of the many ways music can enhance the learning experience with the help of her own students.

S323: L'Oranger, l'arbre de vie ou de mort?

Intervenante: Alice Cataldi, University of Delaware

Un conte d'Haïti présente l'oranger comme un fruit tentateur qui a le pouvoir de nourrir ou de détruire. Découvrez la magie de ce fruit enchanteur qui embaume le paysage haïtien afin de pouvoir le savourer avec vos élèves.

S324: Opportunities for Service Learning and the Promotion of French Language

Intervenante: Frances Sikola-Chevalier, Norwich University

The presenter will discuss opportunities for developing service-learning components in French courses, creating awareness in the community of the usefulness of the French language today, and the critical need to recognize contributions made by the French and their descendants in the shaping of the

America we know today.

C325: Lights! Camera Action! Celebrate National French Week with Films!

Intervenantes: Joyce Beckwith, Wilmington Public Schools (MA), & Dolliann Hurtig, Louisiana Tech University

One of the easiest and most successful ways to celebrate National French Week in your classrooms is to show a film, and the presenters have done all the work for you.

S326: French Civilization and Culture: An Alternative to AP French Literature

Intervenante: Anne Jensen, Henry M. Gunn High School (CA)

This presentation will offer an alternative to the AP French Literature course that combines project learning and advanced French skills. Participants will receive a sample syllabus and course description.

Tuesday, July 6 (afternoon)

S330: Un Projet de colonisation oublié après la terreur révolutionnaire

Intervenante: S. Pascale Dewey, Kutztown University of Pennsylvania

L'action de La Fayette est bien connue mais le projet de colonisation d'Azylum, PA et le plan de sauvetage élaboré par les émigrés pour arracher la famille royale à la fureur révolutionnaire l'est beaucoup moins.

S331: Diversité culturelle et littéraire dans les Amériques

Intervenant: Hilmi Alacakli, Université de Marmara-Istanbul (Turquie)

Dans un monde où l'idée de globalisation coïncide le plus souvent avec celle d'uniformisation, l'écrivain francophone a pris le parti de transformer son intranquillité en poétique du doute et de l'incertain, bref, on interroge sur le pourquoi et le pour qui écrire.

S332: SMS, SOS!

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

L'utilisation des sms est un phénomène important qui passionne les jeunes et qui peut être utilisé comme prétexte pour déclencher des activités pédagogiques.

S333: La Francophonie: espace multiculturel et global

Intervenante: Kadidia Doumbia, RGNS (GA)

Dans un monde où la globalisation est le maître mot, l'espace francophone se veut un espace linguistique et culturel, global et divers. Le choix du français comme langue officielle a permis à de nombreux pays de s'ouvrir vers le monde extérieur et la connaissance moderne.

S334: Graine noire, sol français

Intervenant: B. Sebastian Hobson, U.S. House of Representatives Page School (VA)

Plusieurs artistes africains-américains se sont installés en Europe pendant la Renaissance de

Harlem. Il y avait parmi eux beaucoup de poètes, cherchant dans ce pays un refuge politique aussi bien qu'une fontaine d'inspiration. L'intervenant examinera comment enseigner certains exemples de leur oeuvre.

S335: Making French Culture Relevant

Intervenante: Piper Moritz, The Steward School

The presenter will give an example of how to transform cultural topics into material that is more relevant for students of diverse backgrounds.

S336: Les Beurs et l'Islam

Intervenant: Ali Alalou, University of Delaware, Newark

L'objectif de cette communication sera d'analyser quelques aspects de la relation que les jeunes Français issus de l'immigration (les Beurs) ont avec l'Islam.

E337: Ces Écrivains qui ont choisi le français

Intervenant: Pierre Brunel, Fondation Robert de Sorbon (France) (exposant)

Les incertitudes dans l'usage du mot Francophonie sont nombreuses. L'intervenant se propose d'étudier des exemples de choix du français comme langue littéraire par des écrivains de langue anglaise (Beckford, Beckett), espagnole (Huidobro, Mizon), roumaine (Voronca) ou tchèque (Kundera).

S338: Create Your Own Study Abroad: A New Model

Intervenante: Virginia Donovan, Southern Illinois University Carbondale

Create a study abroad experience in Paris, tailor-made for you and your students. This study abroad model can be used for any French city.

S339: Originality: Sources and Adaptations of Francophone Voices

Intervenante: Rebecca Pauly, West Chester University (PA)

The presenter will explore the interface in Francophone literature and film between indigenous sources and identities of Francophone writers and filmmakers, and the strategies of adaptation pursued by them in crossing the divide and moving away from their origins, in order to express them to the world.

S340: C'était le fun! Un stage pédagogique inoubliable à Québec à travers les légendes et la musique

Intervenante: Catherine Meissner, Mount Vernon High School (WA)

La présentatrice partagera ses expériences à l'Université Laval lors d'un stage didactique offert aux membres de l'AATF.

S341: A Virtual Trip to France: Focusing on Proficiency and the Five C's

Intervenante: Clara Krug, Georgia Southern University

Third-semester students plan a trip to the Loire Valley. Visiting French Web sites, they learn

about cultures in the region and make connections between French and other disciplines. By writing a script based on this information, partners create productive written communication. By presenting their script, they create productive oral communication.

C342: Exploring Solutions to Today's Major French FLES* Issues

Intervenante: Gladys Lipton, National FLES Institute (MD)*

The presenter will explore solutions to today's French FLES* issues, such as threats to programs, program cuts, unrealistic parent expectations, dealing with decision-makers, and other issues suggested by the participants.

S343: Making the Subjunctive as Wonderful as WEDDINGS

Intervenants: Linda Atwood, Crown Point High School (IN), & Ricky Baron, River Forest High School (IN)

Les intervenants partageront des techniques pour enseigner le subjonctif avec PowerPoint, des projets et des examens authentiques. La présentation vous donnera le sigle WEDDINGS qui détermine quand on choisit l'indicatif ou le subjonctif.

S344: A Second Life to Education: Using Teen Second Life

Intervenante: Mona Chidiac, Lower Canada College (Quebec)

The focus will be based on a demonstration of the creation of a virtual play based on a French novel read by students. This learning program has been developed in Skoolaborate, which is the first Australian Teen Second Life education project.

S345: SmartBoard Games and Strategies for any Level of French

Intervenantes: Brigitte Debord, Lisa Todd, Colorado Academy

This presentation will offer ideas, games, and activities that have been put into practice at the high school level and which can be used at any level of French and other languages.

S346: Not the Blind Leading the Blind: Peer Editing as Effective Practice in French Composition

Intervenantes: Sara Imperiale, Kathy Wixon, Muhlenberg College (PA)

Professional writers submit their work for peer review prior to publication. Students of French learning the composition process can benefit from doing the same. The presenters will engage in a discussion of the benefits and pitfalls of peer editing and provide hands-on practice.

S347: Yasmina Khadra, écrivain algérien francophone et humaniste

Intervenante: Bernadette Theisen, Alliance française de Silicon Valley (CA)

Rendons hommage à Yasmina Khadra, auteur francophone algérien. Nous verrons pourquoi

certaines lectures ont éprouvé quelques difficultés à lire sa trilogie.

S348: Les Incontournables de la littérature francophone au service de l'enseignement de la langue

Intervenante: Bernadette Takano, University of Oklahoma

Comment enseigner le français à travers douze incontournables de la littérature francophone, tout en enseignant la langue comme moyen de communication? Participez à ce voyage où la littérature permet aux étudiants de mieux communiquer.

S350: «Je t'ai dans la peau»: Using Popular Songs in Beginning French

Intervenants: Pierre J. Capretz, Yale University (CT), & Barry Lydgate, Wellesley College (MA)

As authentic documents, popular songs are doubly powerful, reflecting a culture and presenting it credibly to students. The presenters will demonstrate an interactive program that gives beginners access to songs' linguistic and cultural content.

S351: Débuts et Fins: l'apprentissage de la langue écrite

Intervenante: Katharine MacCornack, Kent Place School (NJ)

Cette présentation proposera un moyen d'enseigner la langue écrite en s'inspirant des débuts et des fins des romans francophones. L'intervenante offrira des exemples qui aideront les élèves à relever une liste de vocabulaire, tournures de phrases et points de grammaire.

S352: Hollywood's French Affairs: French Culture for Those with No French

Intervenante: Annette Zakharian, Arkansas Tech University

French programs today need multiple forms of reminders to the student body of the role the French have played in our own American culture. The presenter will cover one angle frequently overlooked: classic English language Hollywood films about French heroes and heroines.

S353: Islam, identité nationale et l'avenir de la Francophonie au Maghreb

Intervenant: Michel Sage, West Chester University (PA)

Une sélection d'articles et de caricatures montrera comment la Francophonie est perçue du côté des pays arabophones et comment certains penseurs cherchent à faire passer cette relation de l'opposition à la coopération.

S354: Écriture, exil et diversité culturelle: les écrivains africains en France

Intervenante: Ena Vulor, Marietta College (OH)

Cette communication vise à souligner la question de l'écriture et de l'exile comme éléments constitutifs de l'identité culturelle chez les écrivains français d'origine africaine dont les oeuvres s'ouvrent également aux possibilités

créatives d'une position multiculturelle qui est celle de l'exile.

S355: Why Take French?

Intervenante: Shelley Friedman, St. Ignatius College Prep High School (CA)

Venez discuter le DVD publicitaire fait par l'intervenante avec ses élèves, d'anciens qui utilisent le français dans leur travail et d'actuels qui adorent leurs classes de français.

S356: Introducing the Francophone World through Films on DVD

Intervenant: Paul Creamer, East Stroudsburg University (NY)

The presenter will describe how five fascinating films readily available on DVDs can be effectively used in low- and intermediate-level language courses to introduce viewers to different parts of the Francophone world.

S357: Malaise à l'école...

Intervenante: Melanie Collado, University of Lethbridge (Canada)

La communication est une étude des personnages en situation d'échec scolaire dans trois romans: *La Maison d'Alexina* (Charef), *Présents?* (Benamer) et *Chagrin d'école* (Pennac).

S359: Une Page d'histoire de France méconnue: Azylum, PA

Intervenante: S. Pascale Dewey, Kutztown University of Pennsylvania

L'intervenante retrouvera le projet de colonisation et les traces des émigrés en Pennsylvanie pour replacer cet épisode dans son contexte historique et culturel.

Tuesday, July 7 (morning)

S410: Césaire, Fanon et le lycée américain

Intervenant: B. Sebastian Hobson, U.S. House of Representatives Page School (VA)

Les maisons d'éditions offrent de plus en plus aux lycées américains des manuels qui démontrent plus en détail la lutte contre le colonialisme. S'il vous est difficile d'enseigner cette littérature aux lycéens américains, cette présentation vous aidera.

S412: La Pédagogie et le post-colonialisme

Intervenant: Antonio Garcia, University of Houston-Downtown (TX)

L'intervenant propose de considérer ce qui arrive quand un professeur occidental va enseigner dans une université en Afrique post-coloniale et doit essayer de donner un cours avec des étudiants qui n'ont aucun livre, dans une université sans ordinateurs.

S413: Deux écrivains en exil: deux Algériennes en France

Intervenante: Maria Antoinette Gonnella Traub, Neumann University (PA)

Les romans de Mokeddem et de Marouane relèvent des problèmes de jeunes femmes qui cherchent l'indépendance ou l'auto-

détermination. Les tabous imposés par la tradition, la religion et les familles posent des obstacles sérieux.

S414: It Takes a Community: Building or Expanding the French Program

Intervenante: Nelly Kupper, Northern Michigan University

Build or expand a French program through a fool-proof plan that focuses on maximizing Recruitment, Retention, and Reputation through a variety of activities. Learn to successfully engage students, faculty, and the community at large to ensure higher enrollment in the classroom and the French major.

S415: Keeping a Current Affairs Course Current: Podcasts and the Fiche-Vidéo Project

Intervenante: Shannon Halicki, West Liberty University (WV)

Outcomes of the *fiche-vidéo* project are presented, in which Duke University students watched and responded to French news podcasts. It is found to be powerful tool to aide listening comprehension and awareness of current events.

S416: Un Modèle d'édition de rédaction interactif et écologique

Intervenante: Lorena Karahan, University of Mississippi

L'intervenante proposera un modèle d'édition et de correction de rédaction en trois étapes: critique, révision et correction. Le modèle tient compte de ce qui est en train de changer dans les motivations et attentes des étudiants.

S417: Meftah et Majid ou le temps du mépris dans *Adieu ma mère*, *adieu mon coeur* et *Cache*

Intervenante: Martine Benjamin, Princeton University (NJ)

L'intervenante se propose de mettre en lumière les rapports entre le récit autobiographique de Jules Roy, *Adieu ma mère*, *adieu mon coeur* et le film *Cache* de Michael Haneke.

S420: Eating Culture: Formalizing What We Already Do

Intervenante: Becky Brown, Purdue University

The presenter will propose a method for formalizing something we already do in the classroom, "eat culture," thereby affording it the same prominence as all other educational activities.

S422: Differentiated Instruction and the "Wow Factor" in your French program

Intervenants: Kathryn Fleischman, Thomas Kallas, Albert Morales, Morton East High School (IL)

This session will provide teachers with ideas for differentiating instruction in order to simultaneously reach different styles and paces of learning for all levels. We will provide you

with the best ideas that we have accumulated over our years of teaching experience, including "wow factor" ideas that strengthen and advertise your school's French program.

S423: Thinking about Syncing? Connecting with 21st Century World Language E-Learners

Intervenante: Catherine Meissner, Mount Vernon High School (WA)

The presenter will demonstrate powerful tools and programs from the most basic to the more advanced.

S424: L'Orthographe d'autrefois, d'aujourd'hui et de demain

Intervenant: Peter Machonis, Florida International University

Après un survol des origines de la complexité de l'orthographe française, l'intervenant examinera les rectifications proposées en 1990, actuellement suivies par *Le Français dans le Monde*, ainsi que les recommandations sur l'accord du participe passé faites par le Conseil internationale de la Langue française en 2009.

S425: Employment Options for French Professors: Diversify Your CV and Increase Your Marketability

Intervenante: Stephanie Schechner, Widener University (PA)

This session will provide participants with an opportunity to discuss a variety of academic positions (professor, study abroad advisor/coordinator, department chair, assistant dean) that aspiring or current French professors might consider.

S430: Retour en enfance québécoise: *Maman est chez le coiffeur* et *C'est pas moi je le jure!*

Intervenante: Nathalie Degroult, Siena College

Situés dans le Québec des années 1960, ces films racontent toutes les joies et les douleurs de l'enfance. À travers une analyse thématique, historique et socioculturelle, l'intervenante propose de découvrir ces trésors cinématographiques afin de les incorporer dans les cours de conversation, de culture ou de cinéma.

S432: Paroles d'enseignants et variation stylistique en salle de classe

Intervenante: Corinne Etienne, University of Massachusetts - Boston

L'intervenante présentera des données recueillies lors d'observations dans deux écoles élémentaires en France. Les pratiques langagières des enseignants mettent en évidence les variantes stylistiques qu'ils privilégient et posent donc en modèle. L'analyse de ces observations permettra une réflexion sur la notion de norme scolaire en français langue étrangère.

S433: A Multidisciplinary Approach to the French Immigration Debate

Intervenantes: Christiane Rey, Fay Rosner, Northwestern University (IL)

Les intervenantes présenteront une unité thématique sur les problèmes de l'immigration, de l'assimilation et de la laïcité en France. Elles viseront à intégrer l'esprit critique à l'apprentissage de la langue par une approche interdisciplinaire: films, textes d'auteurs maghrébins, sites Web français et articles de presse.

S436: Connect to Your Students with Web 2.0 Tools

Intervenante: Kitty Hutchcroft, Mission High School (TX)

Students connect with their world in ways that were not even possible a few years ago. Find out how to use these new tools to enhance your teaching and allow students to see that these tools can be used in an educational way.

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/pul].

Prices are subject to change without notice.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

83rd ANNUAL CONVENTION: PHILADELPHIA, JULY 4-7, 2010

Please print all information.

Name: _____ School Affiliation: _____
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CONVENTION REGISTRATION

The Registration Fee includes registration, refreshments at exhibit breaks, 4th of July Welcome Buffet Reception, Exhibit Opening Wine and Cheese Reception, *dictée*, and a *mallette du congrès*. Early-Bird Pre-Registration will be accepted if postmarked by **May 1, 2010**. After this date, late registration will apply.

• Early-Bird Pre-Registration fee (if postmarked by May 1, 2010)	\$250	_____
• Late or on-site registration fee (after May 1, 2010)	\$275	_____
• Emeritus registration (must be an AATF Emeritus member)	\$125	_____
• Student registration (must be an AATF Student member)	\$125	_____
• Friend/Guest of AATF member (must not be a French teacher)	\$125	_____

Please provide name of friend/guest(s) _____

• 2010 Membership in AATF (required if you are not already a member for 2010)	\$55 US	_____
• 2010 First-time membership in AATF (if you have never been an AATF member) (This offer is good only on pre-registration. It will not apply on-site.)	\$0-included in registration	_____

SUB-TOTAL REGISTRATION FEES: _____

WORKSHOPS

Descriptions of the workshops can be found on the AATF Web site and on page 40 in this issue.

Sunday, July 4 (2-5 p.m.)

W117: Destination francophone: la France de l'ouest (Janel Lafond-Paquin) \$30 _____

W118: À la découverte de l'environnement: une approche d'apprentissage aux problèmes et à leurs solutions (Sheila M. Macrae) \$30 _____

Wednesday, July 7 (8:30-11:30 a.m.)

W411: Preparing to Teach the AP French Language and Culture Course (James Monk, Deanna Scheffer) \$30 _____

SUB-TOTAL WORKSHOP REGISTRATION _____

OPTIONAL ACTIVITIES

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

Pre-convention Excursion: Trolley Tour of Philadelphia (Saturday, July 3, 9:30-11 a.m.) (\$10 for children aged 4-10)	\$25	_____
Pre-Convention Excursion: Longwood Gardens (Saturday, July 3, 3 p.m.-10:45 p.m.)	\$75	_____
Pre-Convention Activity: Dinner at Historic City Tavern (Saturday, July 3, 6-10 p.m.)	\$100	_____
Academic Credit through Webster University (one-hour graduate credit, see page 40)	\$145	_____
4 th of July Welcome Buffet Reception (Sunday, July 4, 12:00-2:00 p.m.) (included in pre-registration only, reduced rates, spouses & guests need to register separately)	\$45	_____
Excursion: Walking Tour of Philadelphia (Monday, July 5, late afternoon)	\$15	_____
Dinner Option: at <i>La Crêperie</i> or <i>Bistrot La Minette</i> (Monday, July 5, evening) Note: The Palmes académiques dinner will also be on Monday evening.	\$45	_____
AATF Awards Banquet (Tuesday, July 6, 7-9 p.m., Cash bar)	\$75	_____
Post-Convention Excursion: Barnes Foundation (Wednesday, July 7, 1-5 p.m.)	\$45	_____
Post-Convention Excursion: Nemours Mansions and Gardens (Wednesday, July 7, 1-6 p.m.)	\$65	_____
Post-Convention Excursion: New York City (Thursday, July 8, 7:30 a.m. – 10:30 p.m.)	\$175	_____

SUB-TOTAL OPTIONAL ACTIVITIES

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

Philadelphia Souvenir Tee-Shirt:

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

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

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

"Laissez les bons temps rouler!" Tee-shirt

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

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

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

SUB-TOTAL TEE-SHIRTS

TOTAL PAYMENT DUE:

_____ This is my first AATF convention.

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

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CHRONIQUES: 48 HEURES EN ENFER

Mardi 12 janvier 2010

Vers 14h, je signe le contrat de location de mes bureaux situés aux deux derniers étages de ma résidence à Bourdon. Je mets le chèque dans mon portefeuille. Il fait un temps merveilleux. Le lendemain, j'attends la visite de gendarmes de la MINUSTAH qui viennent voir le studio que je loue en rez-de-jardin de la même résidence. Tout cela est de bon augure.

À 16h je reçois un appel me rappelant que la réunion de 17h à Pétionville est confirmée. J'étais persuadé qu'elle était à 18h. Juste le temps de me doucher. Je quitte la maison à 16h30, convaincu que, à cause des embouteillages, je serai en retard.

16h45: Je viens de dépasser le Juvénat des Frères. L'intensité du trafic me convainc que je serai certainement en retard. Je regarde une énième fois ma montre tout en continuant d'écouter RFI...et soudain c'est l'enfer!

Ma tête commence par heurter le plafond de ma voiture, puis je suis balloté comme un bouchon sur une mer démontée avant d'être projeté sur la portière où ma tête heurte cette fois-ci la vitre latérale. Je comprends très vite qu'il s'agit d'un tremblement de terre d'une exceptionnelle violence. La confirmation arrive après quelques secondes, je vois s'écrouler quatre maisons l'une après l'autre; des nuages de poussière s'élèvent un peu partout; les gens courent dans tous les sens, affolés; certains tombent lourdement au sol, d'autres se couchent ou tombent à genou.

Après les 58 secondes officiellement enregistrées, mais qui m'ont paru une éternité, un silence et un calme de mort. À croire que les gens avaient peur de réveiller le monstre! Une femme s'échappe de sa maison effondrée en petite culotte; elle court sans savoir où elle va; noire, elle est devenue blanche de poussière.

Je réalise alors que ma voiture—un lourd tout terrain—a été entraînée jusqu'au côté gauche de la chaussée. Ce qui était, il y a peu, un simple embouteillage, ressemble maintenant à un amoncellement confus de voitures dans tous les sens.

Les premiers blessés apparaissent, hagards ou implorant, muets ou hurlant. Les nuages de poussière commencent à se dissiper; la chaussée est noire de monde qui courent dans tous les sens.

Je me précipite sur mon cellulaire et j'appelle New York. C'est ma belle-mère qui répond. Elle semble heureuse de m'entendre. Je lui dis simplement que dans les minutes qui suivent Haïti va faire la une de tous les journaux, qu'il s'agit d'un tremblement de terre extrêmement grave mais que je suis sain et sauf. Puis j'essaye

Paris: ça ne passe pas! J'appelle alors Archille: il est choqué mais vivant, ainsi que tous les gens de la maison; seule la petite Judeline a été légèrement blessée; le quartier est détruit et ma maison est gravement atteinte. Je lui dis que j'essaye de rentrer.... C'est la dernière personne que j'arrive à appeler.... Pendant les 48 heures qui vont suivre jusqu'à mon évacuation par les autorités françaises, j'ai pu recevoir quelques rares appels, mais je n'ai pu en placer aucun.

Au «flash» de 17h, RFI annonce: «Tremblement de terre de forte intensité en Haïti»

Lentement, de manière très gauche, la circulation automobile reprend. Mais bientôt c'est l'anarchie la plus totale. En allant vers la route du Canapé-Vert..., mon regard tombe sur une scène d'horreur totale: les cinq étages de l'hôpital sont réduits à une masse informe de décombres. Aucun signe de vie. Les larmes me troublent la vue, d'autant plus que quelques mois auparavant j'y avais amené la petite Judeline pour une évaluation psychologique.

Quelques instants plus tard, mon téléphone sonne: c'est ma femme, Géralde, qui appelle de New York. Elle n'a sans doute pas encore pris la mesure de la catastrophe, mais elle est à la fois soulagée de me savoir en vie et angoissée à l'idée de ce qu'elle va sans doute apprendre au fil des heures. Je lui dis que j'essaye de regagner la maison et que je l'appellerai alors pour lui décrire la situation, mais que je n'ai pas grand espoir, compte tenu de ce qu'Archille avait eu le temps de me dire.

Un peu plus loin, on me dit que la route du Canapé-Vert est coupée par un éboulement. Je fais demi-tour et essaye de repartir..., mais il m'apparaît rapidement qu'il est inutile d'essayer de passer en voiture. Il faut trouver un endroit sûr où l'abandonner. Le Ritz Kinam n'est pas trop loin. J'arrive à me faufiler et trouve barrière close et garde armé. Je descends lui parler: il a reçu l'ordre de ne laisser entrer personne. Quelques mots de simple bon sens suffisent à le convaincre de nous laisser passer; il refermera la barrière lorsque le parking sera plein.

Commence alors la lente et pénible marche vers Bourdon. Entre-temps, la nuit est tombée. Elle est sans lune. Seules brillent par intervalles les lampes de certains téléphones cellulaires. La foule est innombrable, ainsi que les obstacles: arbres abattus, murs de clôture effondrés, éboulements divers et toutes les 10 ou 15 minutes, des répliques plus ou moins fortes du tremblement de terre.

Géralde arrive encore à m'appeler. Je lui redis ce que je lui avais déjà dit, à savoir que je l'appellerai dès que j'aurai vu la maison. Je ne pourrai pas le faire et elle non plus ne pourra plus passer, laissant ainsi la porte ouverte à toutes les angoisses et au début de son propre cauchemar.

En passant devant la résidence de l'ambassade de France, un gendarme français, après m'avoir identifié, me demande d'entrer me réfugier à l'ambassade. Je lui dis que je dois d'abord aller prendre des nouvelles de mes gens et de la maison. Il me dit de ne pas tarder.

Quelques minutes plus tard, j'arrive au réservoir de Bourdon où Archille m'attend. Je constate que la plupart des maisons sont totalement détruites. Je demande à Archille comment est la nôtre: son silence est plus éloquent qu'un long discours.

Nous empruntons la petite voie intérieure... qui mène à la Maison. Elle est jonchée d'arbres abattus, de murs de clôture effondrés. Nous progressons avec difficulté. L'hôtel Villa Saint-Louis ne semble pas trop touché. Ce n'est en fait qu'une illusion: seuls les murs périphériques tiennent encore debout, tout le centre est effondré. En passant devant l'entrée j'entends des coups frappés sur du métal. Il s'agit de deux gardes de sécurité qui tentent ainsi de signaler leur présence. Ils sont prisonniers sous les décombres et personne n'a les outils qu'il faut pour leur venir en aide.

Le lendemain, ils ne frappaient plus.

...Quand j'arrive devant ma maison, elle semble avoir tenu le coup. Ce n'est, là aussi, qu'une illusion: une pichenette suffirait à la faire s'écrouler....

Nous restons un bon moment à parler avec Archille, Mélius, Pierre-Richard, Maxo, Jules, la grand-mère, Wilda et quelques autres personnes que je ne connais que de vue. Mélius me raconte qu'au moment du choc il était sur la terrasse. Il franchit la balustrade d'un bond et se retrouve un étage plus bas dans le jardin. Il entend les cris de la petite Judeline, sa fille. Il se précipite, l'attrape et, avant de sortir dans la rue, a le réflexe, ô combien brillant! de couper le gaz ainsi que l'alimentation électrique de la pompe à eau.

Ce soir, ils dormiront à la belle étoile. Je ne sais pas encore que ce sera aussi mon cas.

Je reprends le chemin de l'ambassade. Heureusement j'ai ma carte consulaire dans mon portefeuille car le gendarme français n'est plus là. On me laisse passer. Mes jambes ont du mal à me porter. La voie qui mène à la résidence me paraît interminable, longue, sinueuse et en pente.

Arrivé au sommet, je constate que l'immeuble n'est plus qu'un grand corps disloqué et que le tiers arrière est effondré. Il n'y a ni eau courante, ni électricité, et les génératrices sont sous les décombres. Nous sommes une cinquantaine. Il y a des bouteilles d'eau, heureusement, car je me sens déshydraté. Il y a peu à manger, mais ce n'est pas grave: je n'ai pas faim.

On nous dit de nous installer sur la pelouse. Quelques coussins et matelas sont apportés, des dessus de chaises longues, quelques draps et couvertures. Le ciel est menaçant. Nous craignons tous qu'il ne se mette à pleuvoir.

Je demande au personnel de l'ambassade et aux gendarmes en particulier s'ils ont des moyens de communiquer, radio ou téléphone. Hélas! tous les systèmes sont en panne. Ils ne savent pas quand ils pourront être réparés: pour l'instant, ils ne peuvent ni appeler, ni être appelés.

Tout le monde parle à voix basse, comme s'il fallait à tout prix éviter de réveiller le monstre! Bientôt, épuisés, écrasés par l'ampleur de la tragédie, hagards, nous nous couchons et tâchons de trouver le sommeil. Les mille images qui s'entrechoquent dans nos têtes, les attaques incessantes des moustiques, les répliques qui nous secouent et font trembler les tôles froissées et gronder le corps de la résidence, le froid—certes relatif, mais en Haïti entre 20 et 22 degrés c'est froid!—font que personne ne dort vraiment.

Mercredi 13 janvier 2010

Avant même le lever du jour j'entends les premiers murmures de mes voisins. Les corps sont ankylosés par une nuit sur la dure et le manque de sommeil. Tout le monde a hâte que le soleil se lève. On se regarde, on se salue, on découvre qui est là.... On découvre également l'étendue des dommages qu'à subi cette splendide résidence qu'était «le Manoir des Lauriers». On apprend aussi que la chancellerie...est partiellement effondrée mais que l'ambassadeur est sain et sauf. Il s'est réfugié dans des bureaux annexes ...C'est de là qu'il tente de diriger les opérations. Il doit passer nous voir dans la matinée.

Entre-temps, chacun s'enquiert du sort du voisin: «Où étiez-vous au moment du choc? Avez-vous été blessé? Votre maison a-t-elle souffert? Que comptez-vous faire? Qu'est-ce que vous avez comme téléphone: à ce qu'il paraît, seul «Voilà» marche encore....»

Cette impossibilité à communiquer commence à m'angoisser sérieusement. Je veux surtout reparler à ma femme à New York et rassurer ma fille à Paris. Mais seul le bouche à oreille fonctionne. «On dit que

le Palais National s'est effondré, ainsi que la DGI et le Palais des Ministères». «La Cathédrale n'est qu'un monceau de ruines et Monseigneur Miot est mort». «L'hôtel Montana»! «L'état-major de la MINUSTAH est décapité: l'hôtel Christopher s'est totalement effondré et les a ensevelis».

L'ambassadeur arrive enfin. Il est livide. Il parle des secours qui commencent à s'organiser....On va recevoir d'autres bouteilles d'eau et de quoi manger. Ceux qui souhaitent être rapatriés vont pouvoir l'être. Un premier avion sanitaire est attendu qui doit emmener en priorité les blessés. Heureusement, l'aéroport est toujours fonctionnel. Soudain, il s'arrête, incapable de continuer. Après quelques secondes interminables, il arrive à murmurer: «C'est dur!»

Les gens continuent à arriver. Bientôt on est plus d'une centaine. J'informe le chef de la sécurité que je quitte l'ambassade pour me rendre chez moi. Il me dit d'être prudent.

En plein jour, le spectacle est hallucinant. J'aperçois les premiers morts: une jeune femme est étendue sur le dos, en sous-vêtements, couverte de poussière; partout des gens blessés ou hagards qui semblent pressés de n'aller nulle part! Pas un visage qui ne traduise l'angoisse; pas un sourire chez ce peuple qui aime tant rire. Le mur du PNUD s'est effondré écrasant un bus. Personne ne peut dire s'il y a des passagers à l'intérieur. En contrebas de la route, côté gauche, aucune maison n'a résisté. Des équipes se sont formées qui tentent

d'évacuer les morts et les blessés des décombres: ils n'ont que leurs mains pour travailler.

Arrivé dans mon quartier, je prends conscience de l'étendu des dégâts. ...je constate que 50% des maisons sont à terre et les autres sont sérieusement endommagées.... J'escalade l'enchevêtrement de blocs et de fils électriques qui barrent la route devant la maison Chalmers. Un peu plus haut, j'aperçois les jambes de la grand-mère qui dépassent des décombres.

Il y a rassemblement sur le parking devant la maison. Chacun y va de sa petite histoire. Archille et Wilda sont partis aux nouvelles, qui à la recherche d'une soeur, d'une mère ou d'une tante. J'examine la bâtisse: elle est toute tordue, mais elle tient encore debout. Je m'approche: tout un pan du garage s'est effondré. La porte d'entrée est grande ouverte. A l'évidence elle ne pourra pas se refermer car le chambranle est incliné vers l'arrière: le rectangle est devenu parallélogramme! Partout j'aperçois des fissures, des pans de murs écroulés. Le sol lui-même s'est ouvert devant le garage et, aux dires de Pierre-Richard, n'a cessé de s'ouvrir un peu plus à chaque réplique....

Une petite réplique a lieu qui sème immédiatement la panique. La maison n'a pas bougé. Je me risque à l'intérieur du garage. Tous me crient, me supplient, de ne pas y aller. C'est plus fort que moi, il faut que je voie de mes propres yeux. Je passe la porte d'entrée. Le sol est couvert

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de gravas, de meubles renversés, de blocs de ciments. Images de guerre! Rien n'est à sa place. Je pénètre dans le bureau, qui était la chambre de ma mère. Un chaos indescriptible y règne: tous les meubles-bibliothèque sont renversés et je marche sur un lit de livres, de dossiers, de documents divers. L'ordinateur-tout neuf, que Géralde m'avait apporté de New York quelques semaines auparavant-est par terre, mais inaccessible....Une boule me noue l'estomac. Je réalise pour la première fois que je ne dormirai jamais plus dans cette maison qui va emporter avec elle, outre tout ce que je possède en Haïti, près de 60 ans de souvenirs. Je ne peux retenir mes larmes.

Le retour à pied vers l'ambassade se passe comme en un rêve. Je suis à peine conscient. Je ne vois, je n'entends, je n'enregistre plus rien, si ce n'est le nombre accru de corps sans vie, enveloppés dans des draps, que la MINUSTAH a alignés sur les bas-côtés.

Sur place, les choses commencent à s'organiser peu ou prou: il y a un peu plus d'eau en bouteille plastique et certains des nouveaux arrivants ont apporté de chez eux tout ce qui pouvait se manger: essentiellement des biscuits secs, des biscottes, quelques morceaux de fromage...c'est quand même mieux que rien! Il y a aussi beaucoup plus d'enfants: les jeux s'organisent. Merveilleuse insouciance!

J'aperçois Carole V., une amie de longue date: son mari enseignait au moment où le choc s'est produit et l'établissement s'est écroulé, ensevelissant tout le monde. Elle ne sait rien de plus.

Un peu à part, un groupe d'Haïtiens. Le père travaille à l'ambassade; il y a ramené sa famille, rescapés et blessés. Personne ne leur parle. Je m'approche d'eux. L'une des jeunes filles a des blessures des deux côtés du visage et la mâchoire gauche semble fracturée. À l'évidence, elle n'a encore reçu aucun soin. Elle me raconte son histoire: elle était à l'école, un pan de mur lui est tombé dessus et des blocs ont heurté sa tête. Heureusement, elle n'a pas été ensevelie et a pu s'échapper. Elle a mal. Son petit frère a lui aussi été touché par des blocs effondrés: il ne peut se mettre debout qu'avec l'aide de quelqu'un qui le soutient et pratiquement le porte pour marcher. Les autres membres de la famille sont indemnes, mais ils n'osent pas trop s'approcher de l'eau ou de la nourriture. Je vais en prendre pour eux.

Deux autres cas attirent mon attention: il s'agit d'abord d'une femme encore jeune et qui semble très dynamique. Par moment, son regard s'assombrit et reflète

l'angoisse la plus profonde. Je l'entends raconter son histoire: elle était au bureau quand tout s'est effondré et elle s'est trouvée coincée sous les éboulis. Sa collègue et meilleure amie se trouvait dans la même pièce qu'elle; elle semble sérieusement blessée et est, elle aussi, prisonnière sous les décombres. «Elle ne cessait d'appeler à l'aide et je ne pouvais rien faire pour elle», raconte la jeune femme. Impuissante, angoissée et souffrant physiquement autant que moralement, elle a dû attendre 45 minutes avant que les secours arrivent, priant le ciel qu'ils puissent les dégager toutes les deux à temps. Hélas! elle seule fut sauvée: son amie avait cessé d'appeler à l'aide et était enfouie trop profondément pour être secourue à mains nues. Elle entend et entendra encore longtemps ses cris.

Parmi les rescapés du Lycée Alexandre Dumas (LAD), un couple d'enseignants. Leurs collègues semblent leur témoigner une attention particulière. De temps en temps, la femme s'isole du groupe et pleure en silence, longuement. Son mari la rejoint alors et ils pleurent ensemble, très dignes. J'apprends leur histoire: ils sont arrivés à l'ambassade emmenant avec eux dans une glacière portable le cadavre de leur petite fille âgée de deux ans. Ils espèrent qu'on les autorisera à la ramener avec eux en France. Au moment où j'écris ces lignes j'ai encore le coeur qui saigne.

On nous convoque pour une réunion d'informations. Des avions ont été affrétés par la France en vue du rapatriement vers Paris de ceux qui souhaitent partir. Les premiers départs pourraient avoir lieu dès le lendemain, jeudi. Ceux qui partent doivent donner leur nom et indiquer s'ils ont leur passeport. Je ne m'inscris pas.

L'ambassadeur revient nous voir pour un second point d'informations. Comme la première fois, il ne peut retenir ses larmes, surtout à l'évocation d'une villa particulière où deux fillettes françaises sont ensevelies mais en vie. Les parents, qui sont indemnes car ils n'étaient pas dans la villa au moment du choc, peuvent entendre les cris et les pleurs de leurs filles avec qui se trouve la bonne, elle aussi en vie. Malgré tout, les chances d'arriver à les extraire à temps semblent très limitées, faute de moyens techniques appropriés. Nous nous sentons tous écrasés. Au moment de mon évacuation, elles n'avaient toujours pas été dégagées....

Je décide de repartir faire un tour à la maison. Arrivé sur place j'ai l'agréable surprise de voir qu'ils ont commencé à s'organiser. Mélius est passé par-dessus le mur effondré de la propriété voisine et a réussi à récupérer le petit four ainsi que la

bonbonne de gaz que je venais d'installer dans le studio du rez-de-jardin. Avec quelques provisions de bouche ramenées des décombres, ils sont en train de préparer un repas chaud : «riz collé au pois congo» et ragoût de porc. Ils me font l'honneur d'une des deux assiettes rescapées et d'une fourchette. J'ai du mal à avaler les deux cuillers de riz et le minuscule morceau de porc, bien que ce soit le premier «repas» chaud-et bon!-que je prends depuis plus de 24 heures....Malgré tout, c'est réconfortant pour le corps et, encore plus, pour le coeur! Nous mangeons tous en silence...

Retour à l'ambassade. En fin d'après-midi, je vois apparaître avec plaisir la silhouette familière d'un géant que je connais bien et que j'apprécie: F.G., l'ambassadeur de l'Union Européenne. Sa femme et une amie l'accompagnent. Leur résidence, qui est à quelques centaines de mètres de l'ambassade, ne s'est pas effondrée, mais elle est atteinte. Ils viennent dormir avec nous à la fraîche sur le gazon de l'ambassade. Il apporte des nouvelles complémentaires. Sa radio fonctionne: il est en contact avec différents services de l'Union. Entre eux et les gendarmes français, on arrive à être informé avec plus ou moins de précision de ce qui se passe et de l'étendue de la catastrophe. On a maintenant confirmation que la ville de Port-au-Prince est détruite à 100%: 50% effondrée; 50% à démolir. Pétionville et les hauteurs ont bien résisté. Carrefour d'un côté, et Delmas de l'autre, sont en ruines. Léogane et Baint sont aussi presque entièrement rasées, Jacmel a beaucoup souffert. Les risques d'une réplique de forte amplitude sont sérieux. La pénurie d'eau et de nourriture risque de provoquer des scènes de violence. Le plus grave est que la tour de contrôle de l'aéroport n'est plus fonctionnelle. Tous les vols sont suspendus. Les techniciens essayent d'établir une liaison avec Santo-Domingo et de contrôler le trafic aérien à partir de là. Un des profs du lycée nous assure que les armées en campagne disposent de «tours» de contrôle mobiles! Nous savons maintenant que les Américains prendront finalement le contrôle de l'aéroport....

De nouveaux matelas ont été apportés, ainsi que des couvertures et des oreillers. Le camp s'organise, et nous nous préparons à passer notre deuxième nuit à la belle étoile-l'expression me paraît tout à fait incongrue! Comme la veille, les phares d'un des véhicules sont allumés. Comme la veille, de petites répliques nous secouent à intervalles réguliers. Comme la veille, tout cela semble irréel. Extinction des feux prévue à 21h! Je crois qu'à certains moments

j'ai sombré dans un sommeil sans fond!

Jeudi 14 janvier 2010

Encore une fois, réveil à l'aube. Première surprise, la bâtisse qui, la veille, était effondrée au tiers, l'est maintenant à moitié! Cela s'est passé pendant la nuit, lors d'une secousse un peu plus violente. Je n'ai rien entendu, ni ressenti! Cela m'inquiète et me rassure à la fois. Serais-je en train de m'accoutumer à cette ambiance de fin du monde ou, au contraire, est-ce là une réaction normale de survivant?

F.G. est là aussi. Il a pu dormir, ne serait-ce que d'un oeil. Il me demande ce que je compte faire. Je n'ai toujours pas pris de décision; je ne peux pas. Il m'aide: «Tu as perdu ta maison; tu n'as rien pour travailler; tu ne peux rien faire par toi-même pour aider tes gens; l'aide internationale va bientôt arriver: ce sont des professionnels préparés et équipés. Si tu restes, on va devoir s'occuper de toi. Crois-moi, tu seras plus utile à l'extérieur...et puis, tu dois penser à ta femme et à ta fille».

Je décide de me rendre sans tarder à la maison. Ils sont tous là. Je leur fais part de la conversation que je viens d'avoir avec F.G. Ils m'encouragent tous à suivre son conseil. Ils m'assurent dans le même temps qu'ils arriveront à se débrouiller. Je sais que c'est un pieux mensonge. Ils espèrent pouvoir s'en sortir; ils n'en sont pas du tout certains. Nous nous embrassons tous, gorges nouées et larmes retenues.

Nous voyons alors arriver la fille de la grand-mère ensevelie accompagnée de son mari et d'un petit groupe de personnes. Elle découvre le corps de sa mère: cri d'animal écorché! Nous nous connaissons sans être vraiment amis. Je m'approche d'eux. Personne ne parle. Nous nous contentons de nous serrer dans les bras l'un de l'autre. Elle finit par me dire qu'elle a pris la décision de fouiller un trou dans la cour et d'y enterrer sa mère. Il ne s'agissait pas d'une question, mais je sentais qu'elle recherchait une approbation. Je lui dis qu'elle fait bien: nul ne peut prédire quand les secours arriveront dans ce secteur un peu à l'écart, et il n'y a nulle part où emmener le cadavre. Je les laisse enterrer leur mort.

Il me faut maintenant prendre le risque de pénétrer de nouveau dans la maison: mon passeport y est, dans un «carry-on» qui se trouve dans ma chambre, c'est-à-dire du côté où la maison penche. Il faudra simplement faire vite. J'y vais carrément. Je découvre la chambre, pareille au reste. La salle de bain est largement décollée du corps du bâtiment; je ne m'y aventurerai pas. Je repère le «carry-on»; en passant j'attrape deux chemises, deux caleçons, deux tricot de corps, deux paires de chaussettes, un pantalon, ma trousse de toilette

Je laisse traîner mon regard sur ce chaos qui est pour moi tellement chargé de souvenirs. Je regarde ce lit dans lequel je sais que je ne dormirai plus jamais. Photos, lettres, livres, tableaux, bibelots divers. L'essai de tout graver dans ma mémoire. Mais il n'est pas prudent de s'attarder. Je ressors. Ils m'attendent tous. Je les salue une dernière fois. Pierre-Richard offre de me porter mon bagage jusqu'à la barrière de l'ambassade. Je pars sans me retourner.

Le nombre de cadavres alignés sur les bas-côtés de la route a considérablement augmenté. Les forces de la MINUSTAH les ont tous recouverts d'un drap, en attendant un hypothétique ramassage. L'odeur commence à être suffocante et presque tout le monde marche avec un mouchoir ou un masque sur le nez. Partout, les équipes de volontaires continuent de s'acharner sur les décombres.

À l'ambassade, on ressent une certaine effervescence. Il y a beaucoup de nouveaux arrivants dans la cour: des équipes de télévisions, des gendarmes, des sapeurs-pompiers et des sauveteurs avec leurs chiens. Il est vraiment question d'être évacué. Plusieurs avions sont attendus; on commence à établir les listes de ceux qui partiront. À contrecœur, je donne mon nom et ma destination. Je suis le seul à vouloir me rendre à New York. Il se peut que le départ soit pour la fin d'après-midi. J'hésite encore....

Bientôt, la nouvelle est confirmée: un avion doit décoller vers 17h à destination de la Guadeloupe ou de la Martinique. Le trajet jusqu'à l'aéroport se fera en minibus sous la protection des gendarmes français....

Nous embarquons enfin dans le minibus, chacun avec son bagage sur les genoux. Le trajet se fait en convoi. Notre conducteur a un fusil mitrailleur à ses pieds et, gardant la porte du bus, se trouve un autre gendarme, également armé. Ils portent tous deux le casque et un gilet pare-balle. J'ai l'impression d'être dans un pays en guerre et de traverser des zones de combat. Je découvre des secteurs que je n'avais pas encore vus. C'est partout la ruine et la désolation. Comme personne ne peut entrer dans les maisons, les rues sont pleines de gens ce qui, ajouté au fait que les voies n'ont été que partiellement déblayées, rend la circulation très difficile.

La population nous regarde avec un mélange d'indifférence, d'envie et parfois de colère....

Bientôt nous pénétrons sur les pistes de l'aéroport. L'aérogare est fermée car fortement ébranlée. Le nombre d'avions de toutes tailles et de toutes origines—canadiens, chiliens, brésiliens, français, vénézuéliens, américains, et j'en passe,

militaires et civils—qui sont alignés côte à côte, leurs ailes presque à se toucher, est impressionnant. On nous débarque au pied d'un Airbus A-300 d'une compagnie privée.

Avant de monter à bord, je sers la main des deux gendarmes qui nous ont conduits et je leur dis simplement «merci». La mine patibulaire du chauffeur surtout s'éclaire alors d'un sourire d'enfant. Il semble ému.

Le personnel de bord est à la fois attentif et attentionné. Il n'y a pas une seule place de libre. Bientôt, nous commençons à rouler. En bout de piste, le nez tourné vers l'Est, en direction de la République Dominicaine et, plus loin, de la Guadeloupe, juste avant le décollage, une dernière réplique secoue l'avion. Les moteurs vrombissent; l'avion s'élance; nous filons plein Est en tournant le dos à la ville martyr de Port-au-Prince, à ses dizaines de milliers de victimes, à ceux dont nous savons qu'ils sont vivants mais qui sont condamnés à rester sur place, à ceux dont nous voulons croire qu'ils sont au nombre des rescapés, à tous ceux, dont la liste s'allonge de jour en jour, dont nous savons qu'on ne les reverra plus jamais, à ceux, enfin, que nous espérons revoir très rapidement afin que nous puissions, ensemble, rebâtir ce paradis perdu.

Désormais, pour moi, et jusqu'à la fin de mes jours, il y aura un avant 12 janvier 2010, et un après 12 janvier 2010.

Serge Klang
Huntington (NY)
[sogedim01@yahoo.fr]

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: [todd.knox@att.net]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

CONTRIBUTE TO AATF FUND FOR THE FUTURE

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

PLATINUM LEVEL BENEFACTOR:

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

GOLD LEVEL BENEFACTOR:

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

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

BRONZE LEVEL BENEFACTOR:

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

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

FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-80 (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].

From the AATF Commission on Cultural Competence: A new book analyzing contemporary French culture

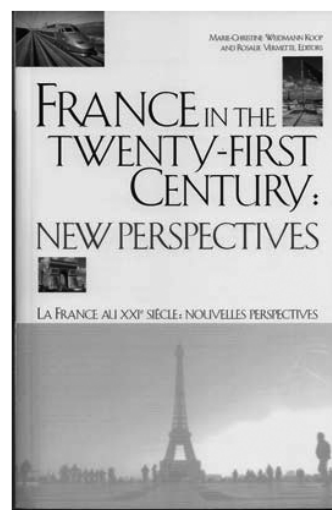
France in the Twenty-First Century: New perspectives *La France au XXI^e siècle : nouvelles perspectives*

Marie-Christine Weidmann Koop and Rosalie Vermette, eds.
Summa Publications, Inc., 2009.

ISBN 978-1-883479-61-9. Pp. xxxiii + 340.

\$36.95 + \$4.00 S&H at <http://summapub2.googlepages.com>

Accompanied by a website with activities and regular updates



FUN WITH A GIANT CROSSWORD

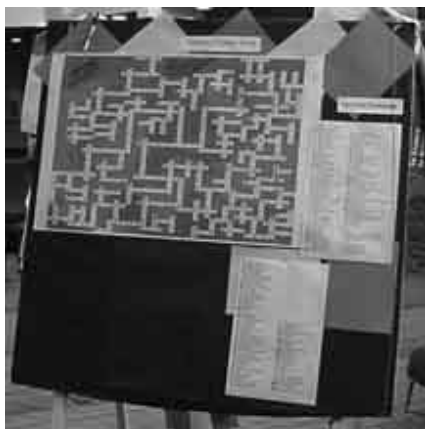
The AATF has prepared a crossword puzzle and activity packet that can be used during National French Week or at any time. This activity is designed to promote French via English-language crossword puzzles.

Directions are included for creating a giant wall-size crossword puzzle that can serve as the focus of a school-wide contest. The words and clues in the puzzle are all related to French and have been found in English-language crossword puzzles. Instructions for organizing a classroom or school competition will be included in the

Crossword Activity Packet along with a one-page version of the puzzle and clues, a teacher's guide analyzing the types of clues found, and an answer key. Also included is another article that has appeared in the *National Bulletin* by Joanne Silver describing a "French in English" contest. The complete packet is free and can be obtained by visiting the AATF Web site at [www.frenchteachers.org].

Jayne Abrate
[abrate@siu.edu]

Jacqueline Thomas
[j-thomas@tamuk.edu]



Display at Central College, Pella, IA.



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 \$.44 or \$.61 postage)

French By the Numbers

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

French is Not a "Foreign" Language

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

Why Learn French

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

Speaking French: An Investment in the Future

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

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

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

Why French FLES*?

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

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

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

Quantity

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*Prices valid until 5/31/2010

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CALENDAR OF EVENTS

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, Apr. 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.socalt.org].

INTERNATIONAL READING ASSOCIATION (IRA), April 25-28, 2010, Chicago, IL. Information: IRA, Headquarters Office, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139; E-mail: pubinfo@reading.org; Web: [www.reading.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].

ADFL SUMMER SEMINAR EAST, June 3-6, 2010, Rochester, NY. Information: David Goldberg, Associate Director, ADFL, 26 Broadway, 3rd floor, New York, NY 10004-1789; Phone: (646) 576-5134; E-mail: [dgoldberg@mla.org]; Web: [www.adfl.org].

ADFL SUMMER SEMINAR WEST, June 17-20, 2010, Colorado Springs, CO. Information: David Goldberg, Associate Director, ADFL, 26 Broadway, 3rd floor, New York, NY 10004-1789; Phone: (646) 576-5134; E-mail: [dgoldberg@mla.org]; Web: [www.adfl.org].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 4-7, 2010, Philadelphia, PA. Information: Jayne Abrate, Executive Director, AATF, Mailcode 4510, SIUC, Carbondale, 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, P.O. 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 North Fairfax Street, Suite 200, Alexandria, VA 22314. Telephone: (703) 894-2900; Fax: (703) 894-2905; E-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

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].

LINGUISTIC SOCIETY OF AMERICA (LSA), January 6-9, 2011, Pittsburgh, PA. Information: LSA, 1325 18th Street NW, # 211, Washington DC 20036-6501. Phone: (202) 835-1714; Fax: (202) 835-1717; Web: [www.lsadc.org].

MODERN LANGUAGE ASSOCIATION (MLA), January 6-9, 2011, Los Angeles, CA. Information: MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789; Phone: (646) 576-5000; Fax: ((646) 458-0030; Web: [www.mla.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL), March, 3-5, 2011, Indianapolis, IN. Information: Patrick T. Raven, Executive Director, CSCTFL, P.O. Box 251, Milwaukee, WI 53201-0251; Phone: (414) 405-4645; Fax: (414) 276-4650; E-mail: [CSCTFL@aol.com]; Web: [www.csctfl.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), March 10-12, 2011, Baton Rouge, LA. Information: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA

30076; Phone (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.scolt.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), March 17-19, 2011, New Orleans, LA. Information: TESOL, 700 S. Washington Street, Suite 200, Alexandria, VA 22314; Phone: (703) 836-0774; Fax: (703) 836-7864; E-mail: [info@tesol.org]; Web: [www.tesol.org].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT), April 7-9, 2011, Dallas, TX. Information: Jody Klopp, Executive Director, SWCOLT; E-mail: [jklopp@cox.net]; Web: [www.swcolt.org].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA), April 8-12, 2011, New Orleans, LA. Information: AERA, 1430 K Street, NW, Washington, DC, 20005. Phone: (202) 238-3200; Fax: (202) 238-3250; Web: [www.aera.net].

INTERNATIONAL READING ASSOCIATION (IRA), 56th Annual Convention, May 8-12, 2011, Orlando, FL. Information: Reading Association, Headquarters Office, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139; E-mail: [pubinfo@reading.org]; Web: [www.reading.org].

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REMINDER: IMPORTANT DEADLINES AND DATES

May 1	Deadline for Preregistration for the AATF Convention in Philadelphia (pages 47-48)
May 26	Deadline for receipt of applications for UQAM Scholarship (see page 39)
June 2	Deadline for reserving a room at convention rates for the AATF Convention in Philadelphia (see page 1)
June 15	Deadline for applications for AATF National French Week Grants (see page 8)
July 4-7	AATF Annual Convention in Philadelphia (see pages 1-2, 40-48)
August 1	Deadline for receipt of submissions for the <i>French Review</i> special issue on Quebec (see page 7)
	Deadline for submissions for the September <i>National Bulletin</i>
October 15	Deadline for submissions for the National French Week Poster and Essay Contests (see page 30)

CORRECTION

CLASSROOM ACTIVITY "High School Students Attend French Immersion Day" which appeared in the January 2010 *National Bulletin*, vol. 35, No. 3 was printed without the names of the authors. They are: Pascale Abadie, Barbara Galbraith, Marie Hertzler, and Kirsten Halling. Please add these names to the article when you use it in the classroom or when you make a presentation at a meeting or conference. Apologies to the authors.

JBG, Editor

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 *Hexagone* medals are \$6 each. It is 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.

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