

NATIONAL BULLETIN

Volume 36, No. 2 November 2010



Inspiration

Inspirez-vous des idées offertes par vos collègues. Utilisez *Google Maps* pour explorer le monde francophone en virtuel (page 20). Faites apprendre vos petits élèves en jouant avec eux (page 14). Faites la connaissance de nouveaux artistes aptes à intéresser des jeunes (page 19). Examinez les stéréotypes culturels par le cinéma (page 31).

Formation

Vous pouvez commencer la découverte ou la redécouverte de la littérature québécoise en guise de préparation au congrès de Montréal (page 17), à commencer par une oeuvre de notre ami Roch Carrier, membre honoraire de l'AATF depuis 1998. Partagez vos expériences et innovations avec des collègues en proposant une session pour le congrès de Montréal

(page 14, 40) ou préparez-vous à y assister (page 29). Posez votre candidature pour une bourse d'été en France, en Belgique ou au Québec (page 34). Parlez avec le/la Président(e) de votre chapitre si vous vous intéressez au *Future Leaders Fellowship Program* (page 6).

Recrutement et promotion

Cherchez des partenaires et organisez une semaine d'immersion pour des jeunes un jour susceptibles de choisir le français (page 12). Faites participer vos élèves au Grand Concours (page 5) ou au *FLES* Poster Contest* (page 9). Organisez un chapitre de la Société Honoraire de Français (page 14). Ne manquez pas une occasion pour faire parler de votre program et du travail de vos élèves.

Advocacy

Il semble que plus personne n'est à l'abri de menaces d'élimination de programme ou de postes. Munissez-vous d'armes en consultant régulièrement l'*Advocacy Depot* [<http://www.utm.edu/staff/globeg/advofr.shtml>] et l'*Advocacy Wiki* [<https://frenchadvocacy.wikispaces.com>]. Nous affichons aussi de nombreux liens et articles sur notre page Facebook [www.facebook.com/AATFrench] suivis souvent de discussions très animées. Défendez le français même si vous ne pensez pas en avoir besoin, même si tout va bien, car on ne sait jamais quelles idées peuvent passer par la tête des administrateurs, de leurs supérieurs et du public qui peuple les commissions scolaires (page 37).

Outils technologiques

Depuis le mois de septembre, nous nous servons de la page Facebook pour organiser des forums le 3^e jeudi de chaque mois de 18h-21h (EST). Le premier avait comme thème la technologie, le deuxième la Semaine du Français. Pensez à y participer.

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Charlotte Gifford, Greenfield MA Community College, Chair

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AATF NATIONAL BULLETIN

Volume 36 Number 2 (November 2010)

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The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 2700 Ashland Avenue at Victory Parkway, Unit 22, Cincinnati, Ohio 45206; e-mail: [jbg@fuse.net]. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, the *French Review*. Subscription to the AATF *National Bulletin* requires membership in the organization. Periodicals postage paid at the Carbondale, IL Post Office. Office of Publication: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

All items published in the *National Bulletin* are the property of the American Association of Teachers of French. They may be copied for classroom or workshop use only if the source and date of publication are indicated on the copies.

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

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

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

MESSAGE FROM THE PRESIDENT

Dear friends and colleagues,

J'espère que cette nouvelle année scolaire s'annonce bien et que vous avez des élèves et des étudiants motivés et travailleurs. Que la Semaine du Français soit un succès dans votre établissement et dans votre communauté!

Did you notice the new look of the September *National Bulletin*? Following suggestions made at the Executive Council meeting in Philadelphia, Editor Jane Goepper and Executive Director Jayne Abrate updated the cover and made other layout and printing changes. In my opinion, it makes this wonderful publication even more appealing. We hope that you agree.

Conference in Montreal in July, 2011

I hope that you are making plans to attend our upcoming convention in Montreal to be held at the Delta City Center Hotel from July 6-9, 2011. If you have never visited Quebec, this is the perfect opportunity to discover *la belle province* with other AATF members. If you are already familiar with the beauty

leaders, the Fellowship Program will take place over two days prior to the Montreal convention. We are asking our chapters to nominate one candidate for the program, preferably a member with leadership potential who has not yet served as an officer. All leadership program participants will have the opportunity to attend the Montreal convention and to meet with the Executive Council. After they have participated in the seminar, all fellows will make a presentation at a state foreign language conference, submit an article to their state foreign language newsletter, and eventually serve as a leader in their respective AATF chapters.

You will find further information about this new program on page 27. The application is on-line at [www.frenchteachers.org/leadership.htm]. The deadline for receipt of applications is **December 15**. This is the perfect opportunity for active members to become better prepared to take on leadership roles within their chapters.



Ann Sunderland

you.

La Société Honoraire de Français undergoes changes

La Société Honoraire de Français was always an important part of the French program that I offered to my students at Truman High School. It provided an excellent avenue for the recognition of outstanding students. It also served as an incentive to excellence as well as to the continued study of French among my students. I am pleased to announce that Amy Hanson, AATF staff member, has been named as Executive Secretary of

N'oubliez pas—L'union fait la force!

and charm of this French-speaking province of Canada, you'll be anxious to return. The theme of the conference is: "Le Québec: Culture nord-américaine, langue française." In keeping with this theme, Steve Daniell has organized a Book Club for our members. In addition, David Graham recommends selections for a *Québécois* Film Club (see September issue). Proposals for stimulating sessions have already been submitted. Please consider giving a presentation on a topic of interest to our attendees. The deadline for submissions is **December 15**.

We will partner with several local organizations to offer outstanding events and excursions. One of the newest of these partners is the *Centre de la francophonie des Amériques*. Our good friend Michel Robitaille, first president/general director of the *Centre*, has been promoted to the position of *délégué général du Québec à Paris*. Although we will miss working with Michel, we wish him well as he begins this new opportunity in his career.

Future Leaders Fellowship Program in Montreal

The AATF is very pleased to offer this exciting opportunity to future chapter leaders. Organized by Randa Duvick, Region V Representative, and other AATF

ACTFL in Boston in November

The ACTFL meeting, held in Boston this year, promises to provide French instructors with numerous opportunities for stimulating sessions and discussions with colleagues. The French Embassy, under the leadership of Catherine Pétillon, will offer a full-day pre-conference workshop. Entitled "Faites entrer la Francophonie dans la salle de classe," this workshop promises to provide teachers with materials and tools to better integrate Francophone literature and culture into their teaching. Because of the success of last year's luncheon organized by the Embassy of France, this year the luncheon will take place on Saturday. It will provide a wonderful opportunity for French instructors to network, speak French together, and learn more about resources and services available to teachers. In addition to these programs offered by the French Embassy, the AATF is sponsoring six sessions which will provide an overview of AATF programs as well as special topics of interest to French instructors of all levels. I will serve as the official delegate of the AATF to the ACTFL Delegate Assembly held on Thursday prior to the conference. If you plan to attend ACTFL, do stop by the AATF booth to say hello. It will be a pleasure to meet

the SHF. Amy brings a unique set of skills to this new aspect of her job. I would like to thank Todd Knox for all his work the past ten years as Executive Secretary. He spent countless hours filling orders and providing certificates as well as other SHF supplies to teachers everywhere. We appreciate Todd's many contributions and wish him well.

AATF held in high esteem

Recently Jayne Abrate and I met in Paris with French government and academic officials in the Ministries of Education and Foreign Affairs. Our mission was to meet new personnel in order to forge greater cooperative efforts, to discuss the situation of French in the U.S., and to highlight the advocacy efforts of the AATF. I was impressed with the high opinion that each representative had of our association. They are aware of our conventions, of our advocacy efforts, of our programs and initiatives. In fact, they are so impressed with our organization that they seem to feel that we are miracle workers! We also had a very cordial meeting with Madeleine Rolle-Boumlic, Executive Director of the *Fédération Internationale des Professeurs de Français*. The *Fédération* represents 180 associations in 130 countries. As the largest of all the French language

teaching organizations that comprise the FIPF, the AATF expects to work more closely with this organization in the future. We learned that by the end of the year, the FIPF plans to launch a collaborative platform on the Web: "Le monde en français." More details on this program will be available in a later issue of the *National Bulletin*.

MOU's and Jules Verne teachers

During our visits to the Ministries of Education and Foreign Affairs, we learned a great deal about these two programs which are in the forefront of French efforts to forge cooperative agreements with schools in the United States. At this time, 13 states have signed cooperative agreements known as Memoranda of Understanding (MOUs) with *académies* in France. Perhaps your state is one of them. If you would like to know more, I suggest that you contact your state Department of Education to see if they have signed or are considering the signing of an MOU with an *Académie* in France. Several programs were lauded as being quite successful. These include Utah and the *Académie de Grenoble*,

Amiens and Oklahoma, and Créteil and Delaware (see article on page 14 on MOUs). Increased opportunities for school exchanges and the exchange of individual teachers and students are priorities of this cooperative program between specific *Académies* and their chosen states.

The Jules Verne program is an exciting new teaching initiative sponsored by the French Ministry of Education and the Cultural Services of the French Embassy. It allows French elementary and secondary instructors to spend a year teaching in a school outside of France. These teachers of various subjects spend a year living abroad and perfecting their language skills in order to teach their subject matter in a second language when they return to France. Many *lycées* now have an international section where the instruction of advanced subjects is in English or another European language. There were 17 Jules Verne teachers in six states during the 2009-2010 school year. Perhaps there is a Jules Verne teacher in your state or community who would enjoy meeting you and your students.

Please go to the Web site [www.frenchculture.org] for more information on this new program.

In the face of constant budget cuts and studies of ways to cut programs even more, we are fully aware of the importance of working together as a powerful voice for the preservation of French programs everywhere. We must work even harder than we have in the past to preserve and protect our French programs. Please encourage your colleagues who are not members to join forces with the AATF, the only organization in the U.S. that represents French teachers at all levels. It will take all of us working together to combat the proposed changes that harm so many of our excellent programs. *N'oubliez pas—L'union fait la force!*

Ann Sunderland

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UNITED STATES POSTAL SERVICE® (All Periodicals Publications Except Requester Publications)

Statement of Ownership, Management, and Circulation

1. Publication Title AATF NATIONAL BULLETIN		2. Publication Number 1 3 1 - 0 9 0		3. Filing Date 9/16/2009	
4. Issue Frequency 4 TIMES		5. Number of Issues Published Annually 4		6. Annual Subscription Price \$55	
7. Complete Mailing Address of Known Office of Publication (Not printer) (Street, city, county, state, and ZIP+4®) AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, MAILCODE 4510 SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, IL 62901				Contact Person JAYNE ABRATE Telephone (include area code) 618-453-5731	
8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer) AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, MAILCODE 4510 SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, IL 62901					
9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor (Do not leave blank)					
Publisher (Name and complete mailing address) AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, MAILCODE 4510 SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, IL 62901					
Editor (Name and complete mailing address) JANE BLACK GOEPFER, 2700 ASHLAND AVE, SUITE 22, CINCINNATI, OH 45206					
Managing Editor (Name and complete mailing address) n/a					
10. Owner (Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)					
Full Name		Complete Mailing Address			
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11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box <input checked="" type="checkbox"/> None					
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12. Tax Status (For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one) The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes: <input checked="" type="checkbox"/> Has Not Changed During Preceding 12 Months <input type="checkbox"/> Has Changed During Preceding 12 Months (Publisher must submit explanation of change with this statement)					

PS Form 3526, September 2007 (Page 1 of 3 (Instructions Page 3)) PSN 7530-01-000-9931 PRIVACY NOTICE: See our privacy policy on www.usps.com

13. Publication Title AATF NATIONAL BULLETIN		14. Issue Date for Circulation Data Below APRIL 2009	
15. Extent and Nature of Circulation			
		Average No. Copies Each Issue During Preceding 12 Months	No. Copies of Single Issue Published Nearest to Filing Date
a. Total Number of Copies (Net press run)		9,025	9,500
(1)	Mailed Outside-County Paid Subscriptions Stated on PS Form 3541 (include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	8,190	8,675
b. Paid Circulation (By Mail and Outside the Mail)	(2) Mailed In-County Paid Subscriptions Stated on PS Form 3541 (include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	8	8
(3)	Paid Distribution Outside the Mails Including Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Paid Distribution Outside USPS®	0	0
(4)	Paid Distribution by Other Classes of Mail Through the USPS (e.g. First-Class Mail®)	396	236
c. Total Paid Distribution (Sum of 15b (1), (2), (3), and (4))		8,594	8,919
d. Free or Nominal Rate Distribution (By Mail and Outside the Mail)	(1) Free or Nominal Rate Outside-County Copies Included on PS Form 3541	0	0
(2)	Free or Nominal Rate In-County Copies Included on PS Form 3541	0	0
(3)	Free or Nominal Rate Copies Mailed at Other Classes Through the USPS (e.g. First-Class Mail)	25	25
(4)	Free or Nominal Rate Distribution Outside the Mail (Carriers or other means)	0	0
e. Total Free or Nominal Rate Distribution (Sum of 15d (1), (2), (3) and (4))		25	25
f. Total Distribution (Sum of 15c and 15e)		8,619	8,944
g. Copies not Distributed (See Instructions to Publishers #4 (page #3))		439	566
h. Total (Sum of 15f and g)		9,058	9,510
i. Percent Paid (15c divided by 15f times 100)		99.71%	99.72%
16. Publication of Statement of Ownership <input checked="" type="checkbox"/> If the publication is a general publication, publication of this statement is required. Will be printed in the November 2009 issue of this publication. <input type="checkbox"/> Publication not required.			
17. Signature and Title of Editor, Publisher, Business Manager, or Owner <i>Jayne Abrate</i> Executive Director			Date 9/16/2009
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MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Renouvellements et recrutement

Tous ceux qui reçoivent ce numéro du *National Bulletin* ont dû recevoir en septembre un rappel de cotisation. Nous vous invitons à le renvoyer le plus rapidement possible. Avec presque 10.000 noms dans notre base de données, il faut des semaines pour tout y entrer à temps pour l'envoi du *National Bulletin* du mois de janvier. Si nous pouvons l'envoyer à tous les membres en même temps, cela coûte entre 25 et 30 cents par numéro. Si vous renouvelez tard, nous sommes obligés de vous envoyer les *Bulletins* individuellement. Les frais de poste pour un seul numéro montent à plus d'un dollar, sans compter le travail nécessaire pour préparer chaque envoi. Bref, c'est 4 ou 5 fois plus cher d'envoyer un *Bulletin* individuel

éliminés. Nous dépendons tous les uns des autres. Plus il y a des programmes avant le lycée, mieux se portent les programmes secondaires. Si les programmes universitaires disparaissent, d'où viendront les professeurs pour nous remplacer? Si les programmes secondaires sont menacés, d'où viendront les étudiants futurs? Il faut que nous nous montrions solidaires avec nos collègues en difficulté, et il ne faut négliger aucune occasion pour faire de la promotion du français.

Calendrier francophone

Cette année l'AATF a produit son deuxième calendrier francophone grâce aux photos contribuées par nos membres. C'est un calendrier de 16 mois, donc parfait pour l'année scolaire ou calendrier. Vous pouvez en commander un en renouvelant votre cotisation pour

professeurs de français (FIPF). Notre ami Jacques Pécheur, membre honoraire de l'AATF, est revenu à la tête du *Français dans le monde*, publié par CLE International et qui est la revue officielle de la FIPF. Les membres de l'AATF peuvent s'abonner à cette publication à tarif réduit (voir le formulaire d'adhésion sur le site Web). Nous avons pu faire la connaissance de la Secrétaire générale de la FIPF, Madeleine Rolle-Boumlic, avec qui nous avons parlé de collaborations futures.

Le 24 septembre était jour de grève en France, mais nous avons réussi à prendre un des rares trains pour nous rendre à Amiens. En collaboration avec l'Ambassade et le *Washington Post*, l'AATF a organisé des séjours pour des administrateurs en 2005 et 2006 où Amiens faisait partie du parcours. Nous avons revu nos collègues amiénois et

Inscrivez vos élèves au Grand Concours 2011. Le concours a atteint des niveaux records d'inscriptions, plus de 100.000 depuis 5 ans. Aidez-nous à dépasser le total en 2011 [www.frenchteachers.org/concours].

après l'envoi initial.

Parlez à vos collègues des activités et des services offerts par l'AATF. S'ils ne sont pas encore membres, montrez-leur le site Web et encouragez-les à devenir membres. Si vous êtes formateur, n'oubliez pas vos étudiants ou stagiaires. Ils bénéficient d'une réduction de 50% des frais de cotisation. Si vous recrutez deux nouveaux membres, vous aurez votre cotisation gratuite pour un an (voir page 36). Nous vous demandons de nous envoyer les noms que vous connaissez de tous ceux qui travaillent dans l'enseignement du français. Vous pouvez aller directement à [www.frenchteachers.org/Recruitment_Form.htm] pour communiquer les renseignements. Nous essaierons de les recruter. Envoyez-nous les programmes des congrès auxquels vous assistez où il y a des intervenants qui parlent du français. Nous communiquerons directement avec eux.

De plus en plus de programmes sont menacés suite à des crises budgétaires. Personne n'est à l'abri. Contactez vos collègues, renseignez-vous sur des mesures à entreprendre avant qu'une menace ne se concrétise. Nous entendons parler de la disparition de programmes aux niveaux primaire et collégial. Plus de 60 programmes universitaires sont menacés ou déjà

2011, par notre *On-Line Store* [www.frenchteachers.org] ou en utilisant le formulaire (page 35). Pensez-y aussi pour des cadeaux ou des prix. Si vous avez des photos à contribuer pour de futures éditions, envoyez-les-moi à [abrater@siu.edu].

Congrès de Montréal

Nous pourrions bientôt annoncer tous les dispositifs du congrès de Montréal (voir page 29). Vous pouvez toujours soumettre des propositions pour des sessions ou des ateliers jusqu'au 15 décembre [www.frenchteachers.org]. Nous afficherons plus de précisions sur le site Web dès que nous les aurons confirmées. Il y aura des excursions pré- et post-congrès, des activités en parallèle du congrès ainsi qu'un programme de qualité. Profitez du congrès pour faire un séjour chez nos voisins francophones.

Voyage en France

Pendant le deuxième quinzaine de septembre, la Présidente de l'AATF Ann Sunderland et moi avons fait un voyage en France pour renouer des liens avec nos partenaires. Nous avons eu des rencontres fructueuses au Ministère de l'éducation nationale, au Ministère des Affaires étrangères, avec la rédaction du *Français dans le monde* et avec la Fédération internationale des

avons été reçues par le Recteur.

Ensuite nous nous sommes dirigées vers le sud à Montpellier pour explorer des possibilités de futurs projets. Des rencontres avec le Recteur, le Vice-Président des Relations internationales à l'Université Paul-Valéry et le Directeur du Centre régionale de documentation pédagogiques (où nous nous sommes régaliées d'ailleurs en feuilletant les ouvrages) nous aideront dans l'avenir. Nous remercions vivement l'Office de Tourisme de Montpellier ainsi que Hérault Tourisme pour l'accueil chaleureux que nous avons reçu.

Il est difficile à croire que nous touchons déjà à la fin de l'année 2010. Le français a subi bien des assauts récemment. Profitez de tout ce que l'AATF offre afin de vous aider à mieux enseigner le français, à promouvoir et à défendre l'enseignement du français et à améliorer vos connaissances de l'actualité culturelle et pédagogique. Je vous encourage à rester vigilants pour protéger les programmes de français et pour promouvoir l'implantation de nouveaux programmes chaque fois que l'occasion se présentera.

Jayne Abrate
Secrétaire générale
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MEMBERS' NOTES

AATF Member **Eileen M. Angelini** is the recipient of a Canada-U.S. Fulbright Award to conduct research at McMaster University, in Hamilton, Ontario. Angelini will use her nine-month grant for a research project entitled, "Le Tour de l'Amérique du nord: Following the French in North America." As visiting chair in globalization and cultural studies at McMaster, Angelini will examine the cultures and histories of Francophone regions in Canada outside of Quebec and their ties to the U.S.

"It is with a great deal of pleasure that I welcome Dr. Angelini to the distinguished group of Canada-U.S. Fulbright scholars," says Michael Hawes, Executive Director of Fulbright Canada. "Dr. Angelini's project will allow her to return to the U.S. and share with her students her experiences with the many French-Canadian communities outside of the province of Quebec."

At an unprecedented event in Cincinnati, five different Francophone groups came together to welcome the new French Consul General of Chicago on his first visit to the city. In addition to greeting M. Graham PAUL, these same groups came together to celebrate the promotion of **Jane Black Goepper**, Editor of the AATF *National Bulletin*, to the rank of Officer in the Order of the French Academic Palms. With an attendance of approximately 100 persons, the *Alliance française* of Cincinnati, the Cincinnati-Nancy Sister City Association, the European American Chamber of Commerce, the French American Business Alliance and the *Cercle français* (a social group of French women living in the area) made a champagne toast to both the Consul, who presented the award, and to Ms. Goepper. Perhaps most significantly, the gathering and cooperation among these groups was the first time that all these groups came together for a purpose, fulfilling a long-time dream of the honoree who has worked very hard over many years to bring them together.



AATF OUTSTANDING SENIOR IN FRENCH AWARD

Beginning in 2003, the AATF established an Outstanding Senior in French Award. 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. Nominations can also be made through the On-line Store.

REGIONAL REPORTS

REGION III: MID-ATLANTIC

Region III, formerly Region IV, faced many challenges this year. Some of the members did not renew their memberships because of economic constraints. Others did not enter their students in the *Grand Concours* for the same reason. Another persistent challenge was the difficulty to identify volunteers to take the place of chapter officers who had completed their terms or moved away. On the other hand, many chapters made valiant efforts to recruit members and students alike. They also continued to enter their students in the *Grand Concours* in great numbers. For the sixth consecutive year, this Region came in first in the number of participants and number of winners in the *Grand Concours*. Several members received summer scholarships in Quebec and in France while others were rewarded with honors. Rebecca Fox of the Northern Virginia Chapter was named *Chevalier dans l'Ordre des Palmes académiques* with Patricia Cummins of the Virginia Chapter promoted to the rank of *Officier*, and AATF Past-President Gladys Lipton of the Maryland Chapter was named *Commandeur* in a ceremony presided by Pierre Vimont, *Ambassadeur de France*, in Philadelphia.

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

for this fall. There will also be festivities in Atlanta in March around the *Semaine de la Francophonie*. Last year, the Georgia Chapter worked with Atlanta *Accueil* and the local Francophone consulates to organize this special week during which training for teachers was offered on how to use video in the classroom.

In each state, our chapters have been very active developing special partnerships to offer teachers and students of French more opportunities. For example, as has become a tradition, the Division of Bilingual Education and World Languages in cooperation with the Education Offices of the Consulate of Italy and ODLI and the education office of the French Consulate offered professional development sessions for Florida Italian and French teachers. Further north, the Alabama Humanities Foundation has offered immersion workshops for K-12 teachers of French for the past two years and has provided grant support for WILD immersion workshops for high school students. Georgia is also offering an immersion workshop every year. Northeast Florida is excited to announce that they have received an AATF Small Grant to begin a student immersion day in November. They will be celebrating their 20th Student Immersion Weekend in February. Whether for teachers or students, immersion workshops can make a huge difference. Consider organizing one!

spoke of dressing in 17th-century costume in order to portray Jean de la Fontaine in conjunction with the National French Week theme, *Les Fables de la Fontaine*. Also, think of involving your French Club in global efforts. Several Mississippi and Alabama teachers have encouraged their students to participate in community-wide drives and sales events in order to collect funds for Haitian relief and Mississippi Gulf Coast towns impacted by the recent oil spill.

Finally, let us celebrate a few great accomplishments in our region. The North Carolina Chapter was pleased to award three scholarships for semester-long study in France during the 2010-2011 academic year. Funded by an endowment made possible by a generous bequest from John Couch, the Chapter awarded its first \$5000 scholarship for year-long study in France for the 2009-2010 year. Samia I. Spencer (Auburn University), Secretary-Treasurer of the Alabama Chapter, received *l'Ordre des Francophones du Québec* in September 2010. Finally, let us honor Max Garriott, from Mississippi, who will be retiring after eighteen years of service in the post of Secretary-Treasurer. Last, but not least, take a look at the Florida Chapter's very user-friendly Web site with many good tips in the professional development page, and regular issues of *Le Bulletin* issued and available on-line (several issues

Joignez-vous à nous, ça vaut la peine!

REGION IV: SOUTHEAST

Chapters in Region IV keep dedicating their time and energy to state or regional competitions/activities for K-university students, encouraging students to remain enrolled in French and have fun with the learning process. Most of our chapters are developing meaningful and important partnerships so that these activities can be funded and offered. They have provided quality professional development activities which also help members connect with each other. Last, but not least, recruiting new members remains a priority for all of us, as does enhancing communication.

The Consulate of France in Atlanta organized a *BD* contest, which was a big success for participating students and teachers in Alabama and Georgia, especially. We all look forward to the new initiatives led by the Atlanta Consulate, such as workshops on *contes* that are planned

Allow us to share good news and wonderful ideas, *pêle-mêle*. To celebrate the 450th anniversary of Fort Caroline and French History in Florida, the Florida Chapter is sponsoring a video contest. Participating schools should submit a DVD portraying the history of Fort Caroline, its modern connections in Florida, and the study of French by March 15. The DVD should use some French (enough to promote the language) but be primarily in English. The Chapter's goal is to provide Florida history departments with a copy of the winning CD and cross-curricular classroom activities. There will be prizes. Check the Web site [www.flaatf.com] soon for details, and if you do not live in Florida, think of ways you could do the same in your state or your town.

If you need a novel idea to make the *Semaine du Français* more successful in your school, you may borrow an idea from Mississippi, where one professor

a year), put together by the Chapter President. This *Bulletin* really seems to be a *mine d'or*. It covers extensive information, relays AATF information, tips and tools (such as the Advocacy Kit), has interesting articles written by teachers. Available in PDF format, it can be easily emailed to teachers. Google it! And make sure you look for the AATF on Facebook [www.facebook.com/AATFrench].

Joignez-vous à nous, ça vaut la peine!

Submitted by
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AB/BC

*Découvrez Montréal
Congrès annuel de l'AATF
du 6 au 9 juillet 2011*

AATF NATIONAL FLES* COMMISSION 2011 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES* Commission is delighted to announce the 2011 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

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

The theme for this year's contest is "Le Voyage des mots: Caligrammes aux textos"/"The Voyage of Words: Caligrammes to Text Messages." This theme may be presented in a variety of techniques and artistic interpretations.

REQUIREMENTS:

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

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

2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of AATF.
4. Each poster **MUST** be accompanied by the AATF student information form found below (or requested from Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]). All information must be completed for the poster to be submitted.
5. Entries will be limited to THREE PER CHAPTER FOR EACH CATEGORY. The local chapters are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort.
6. Each teacher should send the posters to their AATF Chapter President. Entries must be post-marked by **February 24, 2011**. See the AATF Web site

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

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

Winners will be notified in early June.

The first place winners in each category will receive a cash prize. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2011 National FLES* Poster Contest.

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

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

Student's Name: _____

Student's Address: _____

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

School: _____ Grade: _____

School Address: _____

City/State/Zip _____ School Phone: _____

Principal's Name: _____ Sponsoring Teacher: _____

Teacher's Address: _____

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

SIGNATURES (All are required)

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

Student _____ **Date** _____

Parent/Guardian _____ **Date** _____

Sponsoring Teacher _____ **Date** _____

AATF Chapter President _____ **Date** _____

PLEASE ATTACH THIS FORM TO THE POSTER.

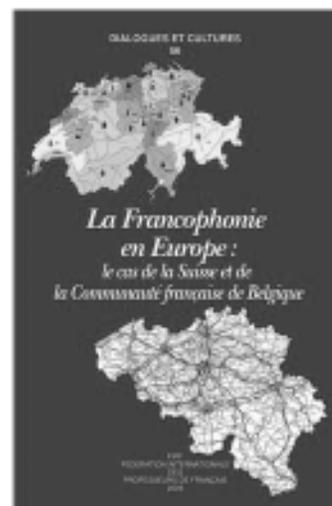
**From the AATF Commission on Cultural Competence:
A new volume on Switzerland and Belgium**

La Francophonie en Europe: le cas de la Suisse romande et de la Communauté française de Belgique

Special issue of *Dialogues et Cultures* (Nr. 56, 2010), journal of the Fédération Internationale des Professeurs de Français (FIPF). Marie-Christine Weidmann Koop, guest editor. ISSN 0226-6881. Pp. 190.

May be ordered from the AATF Materials Center at <http://www.frenchteachers.org/hq/materials/material.htm>

The full table of contents can be found at [\[www.frenchteachers.org/hq/materials/switbelgvolume.pdf\]](http://www.frenchteachers.org/hq/materials/switbelgvolume.pdf)



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LANCASTER HIGH SCHOOL AND THE *LYCÉE BAUDELAIRE*: A STORY OF FRIENDSHIP

The *Lycée Baudelaire* in Roubaix, France will soon sign *appariements* with Wisconsin's Holmen and Platteville High Schools. Lindsay Gilliers, one of the *Lycée Baudelaire*'s English teachers, has kindly agreed to share the story of how these two partnerships originated through the longstanding relationship between her *lycée* and Lancaster High School.

History of the Partnership

First and foremost, it is important to note that the *Nord-Pas-de-Calais* region where Roubaix is located and the state of Wisconsin both have large dairy industries and strong mining traditions. This shared history made the two regions natural partners from the outset, but above all, the success of the exchange really depended on the commitment of the organizers and the understanding between the teachers of each participating school. The *Lycée Baudelaire*'s connection with Lancaster High School was born from the friendship between two of the schools' teachers: Lindsay Gilliers, an English teacher at the *Lycée Baudelaire*

could benefit from a greater regularity of exchange. The fourth group of Lancaster High School students to visit the *Lycée Baudelaire* travelled to France in 2001, and the second group of *Lycée Baudelaire* students visited Lancaster High School in 2002. Each of these exchanges was a tremendous success, creating longstanding friendships among students as well as their families, some even going so far as to spend their vacations in the respective partner country. A student from the *Lycée Baudelaire* actually married a student from Lancaster High School in 2007—the two met during Lancaster High School's first trip to Roubaix.

The success of this partnership recently inspired the French high school to expand its partnerships to Holmen High School in La Crosse and Platteville High School. The French teacher at Holmen High School is in fact one of Ms. Jonas' former interns. He noticed the enthusiasm generated by these exchanges and wanted his school to join the project. The French teacher at

country, its people, and its culture. French students can make use of their newfound understanding of American culture not only in their English classes but also in their non-language subjects. As a case in point, the *Lycée Baudelaire* opened a "European section" in 1999.¹

The exchanges have also inspired student productions of various media. French students wishing to share their experience with others spontaneously filmed and produced a DVD about their 2010 trip to Lancaster. On the American side, students at Holmen High School created a blog about their exchanges, and, of course, students also communicate through Facebook.

We hope that the story of these school friendships will encourage you to share with us your stories of successful exchanges, or your desire to begin new partnerships with a school in France.

If you have a story to share, please e-mail it to [scule.washingtonamba@diplomatie.gouv.fr]

Provided by the French Cultural

He noticed the enthusiasm generated by these exchanges and wanted his school to join the project.

since 1974, and her American colleague, Peggy Jonas, a French Teacher at Lancaster High School and a former English assistant at the *Lycée Baudelaire* (1975-1976).

In 1982-1983, the two teachers' classes began corresponding, first by mail and then by e-mail. Although exchanging letters and e-mails was useful, it soon became clear that travelling to visit each other would be the best way to help students develop their oral communication skills.

Ms. Jonas came to Roubaix in 1988 with the first group of American students who did homestays with the families of *Lycée Baudelaire* students. Unfortunately, the French students were not able to make a trip to Lancaster in return at this time. Lancaster High School students returned to Roubaix in 1995 and 1998. In 1999, a group of students from the *Lycée Baudelaire* were finally able to travel to Lancaster, and three years later, this school friendship led to the signature of an official partnership between the two schools.

In 2001, now that the official *appariement* was in place, the schools

Platteville High School is also one of Ms. Jonas' former students who participated in a trip to Roubaix. The signature of the *appariement* between the *Lycée Baudelaire* and Holmen High School and Platteville High School is currently in progress.

A Unique Opportunity to Discover Another Country

Communication via the Internet and during school trips allows students to improve their written and oral expression, helping to bring English and French to life for these students.

Following each trip, French students are encouraged to prepare a presentation in English about their experience. Some of these productions are eventually included in the *Lycée's* "Year Book," a tradition inspired by American yearbooks and started during the 2002-2003 school year.

Aside from the obvious language benefits of such an exchange, students also have the unique opportunity to experience the other country through the eyes of its residents, shattering their preconceived notions about the other

Service

[scule.washingtonamba@diplomatie.gouv.fr]

Notes

¹European and Asian language sections were established in the French educational system in 1992 at the middle and high school levels. They were implemented first in general schools, then extended to vocational schools in 2001. These sections are intended to improve the performance of European and international French schools at the secondary level. They offer selected motivated students the chance to learn foreign languages in a comprehensive way through: the enhanced teaching of foreign languages in middle school, the teaching of non-linguistic subjects in a foreign language, and the study of another country's culture.

UPCOMING AATF CONVENTIONS

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

- Montreal (July 6-9, 2011)
- Chicago (July 5-8, 2012)

SMALL GRANT REPORT: *L'AMOUR DU FRANÇAIS? C'EST CONTAGIEUX!*

In fall 2009, the Consulate General of France in Houston approached the Houston Independent School District Languages Department (HISD-LOTE) to organize a French Summer Mini-Camp at Kolter Elementary School for outgoing 5th and 6th graders.¹

The immersion camp was designed for students to learn some fundamentals of French language and culture and its impact in the Houston area and ultimately to give them a love for the French language so that they will be more inclined to study it in middle or high school.

The Assistant to the *Attaché culturel*, the HISD-LOTE director, school Magnet Coordinator, and the French teacher set dates in June 2010 over four days from 8 to 12 noon. Another major criterion was to offer the camp free of charge in order to reach more students. The classes were to be conducted by two certified French teachers from the district, and an enrollment of 30 students was planned. No transportation could be provided.

Once the budget was established, it became evident that the generous grant from the Consulate was not going to be enough. We decided to request an AATF Small Grant in order to make sure that the local project was fully funded. The potential benefit was not for the two teachers in charge nor the school where the camp was being held but for the Houston AATF teachers and their students in middle and high school. Indeed, the intent was to develop a desire to study French in higher grades.

A flyer was designed, printed, and distributed in five elementary schools and three middle schools geographically close to the camp location. The different magnet coordinators/assistant principals (and French teachers for the middle school) were contacted in order to ensure we had their support and the flyers would be distributed. We had a great turn out and received about 32 applications (28 students actually came).

Meanwhile, the two teachers met with the HISD-LOTE manager to work on the curriculum. It was clear that the main objectives were the ones of a FLEX program (see Carolyn Gascoigne citing Grittner in "Language Camp as a Tool to Expose Young Learners to French," *French Review*, Oct. 2009, 106):

- to be self-sufficient (there was no attempt to make it fit sequentially with subsequent foreign language instruction)
- emphasis on sampling many aspects of foreign language

learning

- non-selective since the purpose was to offer an early language learning experience for all students
- low pressure atmosphere since there would be no compulsion to cover a specified amount of material within an allotted period of time

With this in mind the following syllabus was created:

Day 1: OBJECTIVES

- Introduce yourself and your nationality
- Understand that French is spoken on all five continents—importance of the French language and culture around the world

ACTIVITIES

- Salutations - Emotions
- Nationalities
- Songs from Zim Zam Zoum or Bien Dit rap

CULTURE

- *La Francophonie*

PROJECT

- Make a Francophone flag/present a French-speaking country

SNACK

- Nutella—saltines—Limonade

Day 2: OBJECTIVES

- Be able to use polite words in context (ordering in a restaurant)
- Understand a simple French menu
- Understand the importance of cooking in France (*la cuisine française*)

ACTIVITIES

- Make a chef's hat
- Role play: order in a restaurant
- Songs from Zim Zam Zoum ("J'aime / je n'aime pas" or "Le Restaurant")

CULTURE

- Meals in France

PROJECT

- Make a menu for your French restaurant

SNACK

- Cheeses—baguettes—Perrier

Day 3: OBJECTIVES

- Be able to invite someone to a party (birthday or celebration)
- Be able to give one's birth date (days, months, numbers)
- Be able to read a foreign map and locate major attractions

ACTIVITIES

- Memory games on French holidays
- Number games
- Treasure hunt on a Paris map (find the monuments)
- Songs: "Face à la mer" (rap from French CD—Consulate)

- Role play: celebrate someone's birthday

CULTURE

- Holidays in France and Louisiana: Bastille Day, Mardi Gras (incl. French monuments such as *Tour Eiffel* and *Arc de Triomphe*)

PROJECT

- Create an invitation to a Mardi Gras party to give to the parents for the next day

SNACK

- *Barquettes de fruits*—Orangina

Day 4: OBJECTIVES

- Discover French favorite sports and famous athletes: soccer, biking and tennis
- Celebrate the end of the camp

ACTIVITIES

- state likes and dislikes with sports
- play a soccer game
- present famous athletes such as Lance Armstrong, Zidane, Yannick Noah
- *remise des prix* (awards ceremony)
- Zydeco music – parade or performance by students

CULTURE

- Sports in France
- Faire la fête

PROJECT

- Students performance: making masks and jesters' hats

SNACK

- Mardi Gras cakes—apple juice—Jambalaya

The Camp Experience

As the camp approached, the two teachers developed more detailed lesson plans, wrote down lists of materials needed and lists for the snacks as well as an itinerary. They sent letters of confirmation to the parents with a list of supplies needed, such as water bottles (it can be very hot in Houston!) and craft supplies. They made sure they had the building and the rooms secured.

They also came up with the idea of taking the children on a field trip to a local grocery store. The cheese salesperson had been asking one of the French teachers for years for her to bring her students. This was the golden opportunity!

So about four weeks before camp started, they modified their curriculum and itinerary, secured a school bus, and confirmed the tour with the store. The objective was to see the bakery and the cheese section. On Day 3, instead of studying the different holidays, students were taken on a Scavenger Hunt through the store and upon return would still

have time to produce their invitations to parents and thank you cards to the sponsors.

The camp was a success. The teachers modified slightly their teaching depending on the time allocated in

the syllabus and the actual time it took to teach. One of the teachers' worried about attendance. It was made clear in the letters sent to parents. All students were present every single day--and on time!

Some of the camp's highlights were definitely the field trip and the end of the camp celebration.

Field trip: la chasse aux marques françaises et francophones.

The teachers were aware that the whole group would not be able

to tour the store at the same time, so they divided the 30 students in 5 groups. They then created a ten-question list such as: "in the water aisle, find some French water products." Under the leadership of chaperones, the children went around the store while waiting for their guided tour or after they had done the tour. The children had a blast and competed with the other teams to see who would get

the most French and/or Francophone brands. All children received small prizes for their excellent behavior and their participation in the hunt!

Last day



la remise des prix

New Orleans' influence is strong in Houston. A lot of students are familiar with Mardi Gras and Louisianan dishes.. The cafeteria was decorated with the colors of Mardi Gras: flags, banners, masks.

the background. Each student received a certificate of participation and a small prize. Then, we all enjoyed jambalaya and Mardi Gras cakes, both handmade by the teachers, with *limonade* and other foods brought by volunteers. Parents, the principal, the Magnet Coordinator, the *Attaché culturel* and his assistant, the HISD-LOTE director, and local AATF chapter representatives were all invited for the celebration.

As the children departed, we gave a detailed curriculum to parents so that they would see how much the children had learned. We also asked for their e-mail addresses in order to send them pictures.

Conclusion-Survey results

We submitted a survey to parents and another one to students. Based on students' responses, we can say that we met our main objective: 26 out of 27 students said that they want to take French in middle or high school. Among their favorite activities were eating French specialties, the field trip, making chef's hats, writing invitations and thank you cards, and playing a restaurant scene in French.

Based on the parents' responses, we can say that 15 out of the 16 parents who answered said they were pleased or very pleased with the camp. 9 parents out of 16 would have been ready to pay \$50-60 for such a camp. Others would pay less or did not respond.

All liked the following about the camp: it was free, it took place from 8 to 12, their children learned French, and the location was convenient. Most of the parents would have liked for the camp to be longer.

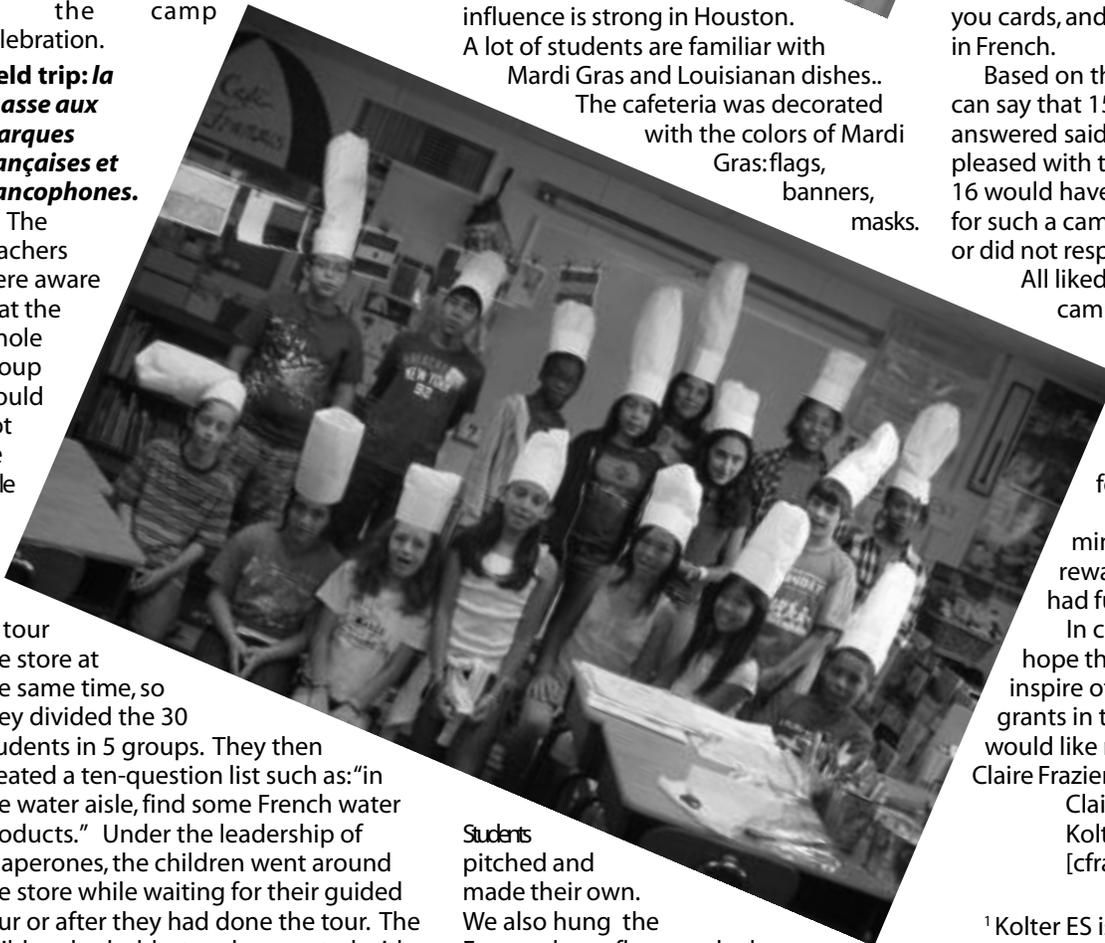
Both teachers found the mini-camp to be exciting and rewarding. They said that they had fun teaching in this format.

In conclusion, the teachers hope that their experience will inspire others to apply for similar grants in their own area. If you would like more information, contact Claire Frazier.

Claire Frazier
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Notes

¹ Kolter ES is the only school in all of HISD to offer French classes from Pre-K to 5th grade



Students pitched and made their own. We also hung the Francophone flags made the first day. Zydeco music was played in

WHY SIGN A MEMORANDUM OF UNDERSTANDING?

On June 5, 2008, representatives from the *Académie de Créteil* in France and the Delaware Department of Education signed a Memorandum of Understanding (MOU, *un protocole d'accord*) that opens many doors for educators and students on both sides of the Atlantic.

The French Embassy in Washington helped match Delaware with a similar academic region in France, considering geographic, economic, and historical ties. Historic ties that exist between Delaware and the city of Nemours, the birthplace of E.I. DuPont. Nemours is located in the academic region of Créteil.

Where other MOUs have focused on bringing teachers to work in the U.S. or promoting professional development abroad, the *Académie de Créteil*/Delaware MOU focuses on learning of respective languages and cultures; promoting collaboration between teachers and students K-16; and encouraging common projects to provide professional growth

know each other. Their enthusiasm seemed boundless as they became better acquainted.

They discovered all the things they had in common, and they could hardly wait to welcome their guests. In my role as host of one of the three teachers who accompanied the French group from *Lycée Émilie Brontë*, I was present during the group's arrival and departure. While both groups were standing apart from each other at their arrival, eleven days later, there was only one group of young people and their parents tearfully saying goodbye. One enthusiastic parent insisted on telling me how much he and his family had enjoyed the experience. I told him to relay the information both to the Principal and to the sponsoring teacher in order to ensure that the activity will be repeated in the future. At the same time, I pointed out that I was not his son's teacher. He responded to my statement with a big smile reminding me

Administrators are no longer hesitant to lend their support.

opportunities to educators.

Thanks to this official step, French has taken on a new life in Delaware. Although teachers had organized exchanges in the past, the official document has lent a stamp of approval. Administrators are no longer hesitant to lend their support. In fact, they seem eager to encourage the exchanges so that their districts or schools can boast of promoting International Education.

Activities are in full swing and are spreading throughout the state. Two public schools, Caesar Rodney High School with teacher Julie Finley-O'Connor and William Penn High School with teacher Andea LaCombe, welcomed large groups of students from France last spring. The host students are preparing to visit their French friends this fall. Two other AATF members, Lea Wainwright and Debbie Supplee, are also planning exchanges in the spring and an elementary school teacher from France is paired with a teacher from the Cape Henlopen School District and will spend the school year at Milton Elementary School.

From the outset, as the French students were paired with American students from Caesar Rodney High School, a dialogue began. Taking advantage of technology, the two groups first met using Skype. Subsequently, they resorted to e-mail and Facebook to get to

that I had been his French teacher, and that is the reason his son was taking French.

Whatever reasons prompt young people to study French, there is no doubt that face-to-face encounters have resulted in enthusiasm for French and French culture among the students. It has also created a favorable environment in the community for everything French. Undoubtedly, future efforts for French will meet with approval and support, both from the school community and the community at large.

A MOU diminishes the anxiety experienced by teachers who plan such activities. The agencies represented by the officials who signed the agreement facilitate the procedures and the legal aspects that exchanges may entail. The French Cultural Service in your region and the State Department of Education are the agencies that put the machine in motion.

In Delaware, in addition to the individual links that were formed between students, their families and teachers, French is present and alive throughout the State. Thanks to the MOU, we can hope for better things yet to come.

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

TEACHERS WE WANT YOU! PRESENT YOUR IDEAS AT MONTREAL

Come to Montreal to share your clever ways of presenting French grammar that was fun and your students did not realize they were learning grammar! Tell us about the play that your students wrote and presented during National French Week. Let us know how you entice your students to learn vocabulary and use it to communicate their own thoughts and ideas. How did you accomplish these miracles so that your students adore their French class? These and similar ideas are what your colleagues want to hear about in Montreal.

Submit your proposal on-line at [www.frenchteachers.org].

SOCIÉTÉ HONORAIRE DE FRANÇAIS

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

Information is available from Amy Hanson, Executive Secretary SHF, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Telephone: (231) 852-4509; E-mail: [shf@frenchteachers.org] or from the AATF Web site at [www.frenchteachers.org/shf].

Commission Report

You can see the 2009-2010 Report of the AATF Commission on French for Business and Economic Purposes on the AATF Web site at [www.frenchteachers.org/hq/commissions.html].



OÙ EST LE TRÉSOR?

Comment déguiser la répétition? If a teacher wants to insure retention of material, vocabulary and sentence patterns must be repeated over eighty times--orally, written, kinesthetically. The biggest mistake we have all made at one time or another is to assume that a student has actually absorbed the material simply because we have presented it (usually brilliantly!) in class. Language acquisition doesn't really take place until the student has used the material himself many times over. To avoid the student tuning off or worse, burn out on the part of the teacher, we need multiple ways to keep the student working over and over with the same vocabulary. For those young language learners who have been formally introduced to conjugating verbs, (often before they are aware of conjugating verbs in their mother language), here is one game that requires rewriting of verb forms and student don't mind one bit!

The game is simply a variation of "Battleship" that we all played as youngsters with two pieces of graph paper and a big book standing on edge as a partition between the opponents. As a "retired hippie," I'm not good with battles as such, so I prefer to transform the board into a treasure hunt. I make standard paper sized copies of the grid on page 16 for each student. I also have the same picture on a poster to play with the whole class first, but it is not necessary, or it can be projected through a computer or overhead projector.

The first time through, we play as a class with me "burying" the treasure, which means I write on a hidden piece of paper the square or squares where the treasure will be "buried." I choose the verbs we are working on to write down the left-hand column, keeping a few easier verbs for review mixed in. To guess the space of the "treasure," students take turns giving a verb form, going across the top for the pronoun subject, and down to the verb of choice. At first everyone writes in the square the verb form chosen. Not until everyone has written the verb do I answer: "Ce n'est pas là." The teacher can walk around to verify that the students are writing the verbs correctly. When the treasure is "found" by giving the verb form of the space I have chosen, I answer "Voilà le trésor!" and the winner receives *un peu de chocolat, bien sûr!*

Once we have played as a class, students can pair up and play one on one, with a book between each opponent so there is no way to see the individual boards. Now each student chooses a square (or two to four adjacent squares, whatever is decided at the beginning) for his "trésor" by placing an X in it. Only the student guessing writes the verb form in the chosen box. The opponent must answer "Ce n'est pas là." Students alternate their guesses until one chooses the square of his opponent's treasure. Once a student has found the treasure, the pairs of students can check each other's verb forms. It is amazing how much repetition they will tolerate in the guise of a game!

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

Elizabeth Miller
Crystal Springs Uplands School (CA)

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
- _____ 10 copies for \$20 _____ 25 copies for \$50 _____ 50 copies for \$75
- _____ 3-inch World Speaks French stickers @ 50 cents each
- _____ 25 pencils for \$6.25 _____ 50 pencils for \$12.50 _____ 100 pencils for \$25
- _____ World Speaks French pocket folders @ \$2 each
- _____ Check here if you would like 10 administrator postcards at no additional cost
- _____ Check here if you would like 25 administrator postcards at no additional cost

Name _____

Address _____

Tel: _____

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

où est le trésor ?

	je	tu	il	elle	nous	vous	ils	elles
REGARDER								
JOUER								
ÉCOUTER								
ÊTRE								
AVOIR								
FINIR								
CHOISIR								
VENDRE								
PRENDRE								
VOULOIR								

2011 AATF BOOK CLUB: *LES ENFANTS DU BONHOMME DANS LA LUNE*

The first installment of the AATF Book Club concerns Roch Carrier's 1978 short story collection entitled *Les Enfants du bonhomme dans la lune*.¹ Set during the 1940s, during the *Grande Noirceur* of the Maurice Duplessis Premiership (1939-1959), the book includes twenty short stories that average eight pages in length. While some of the characters carry over from one segment to the next, each story is self contained and can be studied on its own. Because the collection centers around the activities of ten-year-old boys, it often has the feel of a black-and-white family-oriented sitcom from the 1950s or early 1960s. These children can be a little naughty, so the behavior and its consequences provide much of the extensive humor in the collection.

Even though the feel of the collection may be that of a sitcom, the political and cultural undercurrents related to the Duplessis Era provide the texture and nuance that make this collection more than just a series of humorous vignettes. Timeless themes such as the role of family, the definition of heroism, and nascent sexual curiosity intertwine with more immediate contemporary events such as the atomic bombing of Hiroshima. Additionally, fissures that were developing in *Québécois* society, ultimately leading to

the *Révolution tranquille* of the 1960s, expose themselves in a variety of ways throughout the collection.

Probably the most famous story in the collection is entitled "Une abominable feuille d'érable sur la glace" (known in English as "The Hockey Sweater"). From a cultural standpoint, the story focuses on hockey. The narrator outgrows his Maurice "Rocket" Richard Montreal *Canadiens* jersey, so his mother orders a replacement from the Eaton catalogue. Much to the boy's horror, a Toronto Maple Leafs jersey arrives in the mail. However, his mother does not wish to return it for fear of insulting M. Eaton, *un Anglais* (80). The mother's response reveals the structural asymmetry of the English-French relationship of the period.

Another cultural fissure exposed in the collection is that between the Catholic Church and the laity. Nuns and priests appear throughout the stories, showing the centrality of the religious institutions in 1940s Québec. One story, in particular, shows the first cracks beginning to develop between Church and flock. In "Le jour où je devins un apostat," the narrator and his friend Lapin decide that they want to visit Rome. To them, the obvious solution is to hold onto the ropes attached to their church's bells on Good Friday. At three o'clock, when the bells fly

off to Rome, the boys will be pulled along for the ride. The result is predictably similar to the discovery of the truth about Santa Claus, except that the narrator sees it as an indictment of Catholicism in general (43).

The Carrier collection touches on a host of other cultural and political topics in a similar manner in almost every story. Each story can be used to teach a facet of traditional *Québécois* culture, but it can also serve as a springboard to deeper discussions of Québec history, politics, and religion.

Steven Daniell
AATF Vice-President
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¹Carrier, Roch. *Les Enfants du bonhomme dans la lune*. Montréal: Stanké, 1978. (Paperback version currently available on-line: Montréal: 10 Sur 10, 2007, ISBN 9782760410558)

The AATF published, with Roch Carrier's permission, "Le Chandail" in the April 1998 *National Bulletin*. You can find the issue here: [www.frenchteachers.org/bulletin/archives/1990s/1998-23.4Apr.pdf].

BOURSES DE RECHERCHE SUR LE QUÉBEC

Deux bourses sont offertes par le ministère des Relations internationales du Québec, l'Association internationale des études québécoises et l'*American Council for Québec Studies* pour de jeunes québécois des États-Unis. Elles visent à assurer la relève en études québécoises en donnant aux lauréats ou lauréates la chance de venir au Québec pour y poursuivre des recherches et y rencontrer des spécialistes de leur domaine. Ils tireront profit de l'encadrement d'un chercheur québécois qui les guidera dans leurs travaux et démarches.

Le séjour doit être d'un minimum de trois mois et peut être effectué à tout moment de l'année scolaire universitaire, pourvu qu'il coïncide avec une période au cours de laquelle le parrain désigné est libre. Le séjour doit être effectué avant le 30 mai 2012.

Les personnes intéressées doivent soumettre leur dossier de candidature, de préférence par courrier électronique, au plus tard le **21 février 2011** à l'attention de Association internationale des études québécoises, Web: [www.aieq.qc.ca]; Courriel: [accueil@aieq.qc.ca].

CALL FOR NOMINATIONS/ APPLICATIONS FOR EDITORSHIP OF *THE MODERN LANGUAGE JOURNAL*

The *Modern Language Journal* is searching for a new editor to be named effective with volume 97 (2013), which goes to press in mid-October 2012. The new editor will begin receiving manuscripts for consideration in July 2012.

The new editor should be willing to commit to a five-year term. A modest honorarium and budget for office expenses accompany the position. The individual named editor is expected to name his or her own editorial staff, editorial board, and associate editors.

Qualifications: The ideal candidate will have a background in Applied Linguistics / SLA / Foreign Language Education; a strong scholarly record; familiarity with quantitative and qualitative research paradigms; be open to an array of theoretical perspectives; experience in carrying our research on the L2 acquisition of languages other than English. Prior editorial experience not required but a definite plus.

Application Procedure: Those

interested in being considered for the position should submit as electronic attachment: (1) a letter expressing interest, qualifications, and proposed policies and plans for the *MLJ*; (2) an up-to-date curriculum vitae; (3) a statement of support from the applicant's dean and/or department chair outlining institutional support that would be guaranteed the editor, such as release time, a part-time secretary or research assistant. We plan to conduct interviews at AAAL 2011 in Chicago, the 2011 Northeast Conference in Baltimore, and the 2011 ACTFL Conference in Denver.

The deadline for applications and nominations is **February 28, 2011**.

Please direct nominations, applications, and inquiries to James P. Lantolf, Chair *MLJ* Editor Search Committee, 305 Sparks Building, The Pennsylvania State University, University Park, PA 16802. Nominations, applications, and inquiries may also be submitted electronically to [JPL7@PSU.EDU].

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
 - _____ 25 *On est les meilleurs!* buttons
 - _____ AATF Notecards (2 sets of 12 cards)
 - _____ 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 12/31/10.

Mail this form to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733.

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ Home _____ Work _____

INTEGRATING CONTEMPORARY ALGERIAN R & B MUSIC IN THE FRENCH CLASSROOM

"How can you make a great class even better?" asked my principal during a post-observation conference. "Music!" I responded. It seemed logical, since many of my honors students at Kings Park High School, a suburban school located on Long Island, were talented musicians. Little did he know that I was a bit apprehensive about doing this. Playing music had been prohibited in a previous district. Only textbook CDs were allowed and immensely disliked by the students.

I was ecstatic to find an open minded administration who allowed me to have unblocked status on the Internet. I searched for contemporary Francophone music with clean lyrics that I could use in various ways with my students. New, young, emerging French-Algerian female

countries. Since this is an intermediate class, the first letter of each place was given to them to facilitate listening comprehension in class. Then they had to categorize these places into French cities, Francophone countries in Europe, French-speaking countries in Africa, and other French speaking Polynesian countries.

CHANSON: "Il Avait Les Mots" by Sheryfa Luna³

I used this song to reinforce the imperfect and present perfect tenses in my intermediate and advanced classes. I simply removed all of the fifty verbs from the song and had students listen several times to replace the verbs in the correct forms. The subject matter of the song was also discussed in an AP class during a

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[toscajlk@yahoo.com]

Works Cited

- ¹*Daughter of Keltoum*. Dir. Mendhi Charef. DVD. First Run Features, New York 2001.
- ²Kenza Farah. "Je Représente." *Avec Le Coeur*. CD, 2008. [https://www.youtube.com/watch?v=kdMF1tElgbs]
- ³"Au Coeur de la Rue." *Avec le Coeur*. CD, 2008. [www.youtube.com/watch?v=EZjAgsDGwYC]
- ⁴Sheryfa Luna. "Il Avait Les Mots." *Sheryfa Luna*. CD, 2007: Universal Licensing Music. [www.youtube.com/watch?v=usqc3tknSfa], [www.lyrics.com/avait-les-mots-lyrics-sheryfa-luna.html]

"How can you make a great class even better?"

R & B vocalists such as Kenza Farah, Sheryfa Luna, and Zaho kept resurfacing to stimulate my interest. They were a steep contrast to the Algerian women I had seen portrayed in the movie *La Fille de Keltoum* (2001) by Mehdi Charef where a young woman returns to Algeria from Switzerland in search of the mother she had never known. I wanted my classroom to be inclusive of the Francophone world, to reflect my state's curriculum, and to emphasize multicultural lessons. I found these artists to be perfect for my students to relate to because they are their contemporaries.

While reading the 19th-century novel *Notre Dame de Paris* by Victor Hugo in an AP class, two songs helped me bring the setting of Medieval Paris to life.

CHANSON: "Au Coeur de la Rue" by Kenza Farah¹

In order to practice for the AP speaking portion of the exam, students were given two questions to prepare within a short time frame. I wanted them to demonstrate the following understandings: social class and ethnicity similarities and differences between people of Medieval Paris and contemporary life in France.

CHANSON: "Je Représente" by Kenza Farah²

Students completed the lyrics with the missing fifty-five geographical locations, most of them Francophone cities or

unit on Personal Relationships. Ideally, in a language laboratory or computer lab setting students may work at their own pace. Youtube [www.youtube.com] also has this same feature for Internet use.

CHANSON: "La Roue Tourne" by Zaho⁴

This song can be used in a low intermediate class to reinforce regular and irregular verbs in the present indicative. The lyrics are easy to comprehend. Additionally, a comparison with the "Roue du Pilon" scene when discussing the protagonist Quasimodo in *Notre Dame de Paris*⁵ was also made in a more advanced class. In this scene, Quasimodo is placed in the pillory, a round wooden framework, similar to a wheel on a post with holes for the head and hands. He is exposed to public scorn in the main square as punishment for a slight misunderstanding with a policeman. In Medieval Paris, the location for such mockery was *la Place de Grève*.

In conclusion, these budding artists and their music have made teaching and learning French very stimulating for my classes. Most students were very receptive to them. Some students even downloaded their favorite songs onto their personal Ipods. Hats off to the R & B singers of Algerian origin! May they continue to enlighten a spark in my students!

Lorraine Sabio
Friends Academy Summer Camps

⁴Zaho Tunisiano. "La Roue Tourne." *Dima*. CD, 2008: Down Lo, Capitol Music, une division d'EMI Music France. [www.youtube.com/watch?v=roLkw3PSE]

⁵Hugo, Victor. *Notre Dame de Paris*. Aschehoug Dansk Forlag A/S, Easy Classics. Denmark, 1997.

NEW! Visit the AATF Web site!

Beginning with the September issue of the *National Bulletin* you will notice several changes both in the format and in the contents. One of the changes involves Chapter News. From now on, if you wish to read the news from your chapter or from another chapter, you can visit the AATF Web site and click on Chapters. The address is: [www.frenchteachers.org].

Continue to send your news to the Editor of the *National Bulletin* so that it can be prepared for the Web site.

Jane Black Goepper
Editor
[jbg@fuse.net]

USING COLLABORATIVE GOOGLE MAPS TO EXPLORE A FRANCHOPHONE CITY

History

My high school French teacher used slides to show us her travels in Francophone countries. The pictures were enticing, but they may have been taken 20 years earlier. They were static. She also distributed maps that she had collected so that we could pinpoint the local monuments and buildings that were in the slides. This type of activity allowed us to construct a cognitive bridge of what we saw in the slides and what we discovered with the maps. By joining the two media, our geographical and cultural perspectives were widened, even if the information that we were using was not current.

Students and teachers can now instantly search pictures and maps on Flickr, SmugMug, Picasa, Google Earth, Google Images, and Bing. The availability of current, moment-to-moment data is exciting (and sometimes a bit overwhelming). Photographers electronically tag their pictures, allowing people to search the photos using key words; and photos contain dates, time, longitude and latitude. No longer are students limited to the textbook and slides in order to explore the Francophone world.

A collaborative lab-based lesson

Last May, I developed an interactive exploratory project for my second-year students using the combined media of my own realia and the electronic resources of the Web. I did not want to use the routine project of "find a French city and do a report" as this did not use any different skills than a book report. The goal was to teach students how to use a collaborative Google Map (My Maps) and photo sharing sites as they mastered the vocabulary and structures necessary to describe what one would see in a city (squares, businesses, parks, etc). The grammar objectives included:

1. the verb *aller*;
2. the contractions with the preposition *à*;
3. the use of the infinitive after the preposition *pour*;
4. vocabulary of items found in businesses and sites in the city.

Teachers can use this unit of instruction to elicit such sentences as "on va à la boulangerie pour acheter du pain" and "on va au stade pour regarder un match de football." Learning about a French city and its businesses imparts not only vocabulary and grammar; it develops cultural and social awareness through contrasts and comparisons.

Using Google and its educational applications

Before beginning any technology-based activity, consider verifying the following information:

1. Do you and your students have access to a computer lab with Internet? Many of my students do not have computers at home, so this project was done entirely during class time.
2. Are you able to access Google Groups from your district? Some districts block Gmail and Google Groups. If these are blocked, visit with your Information Technology contact, and explain the academic purpose of the project.
3. Students must be 13 years old to register for a Google account.
4. Do you need parent permission to enroll your students in Gmail (Google's e-mail) and to form Google Groups (classes)? If so, prepare a short letter introducing the project, its goals, and its educational merits.

Harnessing Google educational tools for effective learning

The project I developed uses Google Maps, Google Groups, my class Web site, various external links, and photo sharing sites. The teacher and the learner share information provided by both parties in a non-static, research-driven environment, and the activity meets the needs of multiple learning styles and multiple levels of intelligence. Google Maps allows students to experience a Francophone city in "real-time" and to conceptualize concretely their own position in the global community. By using this enriching activity, students developed their map reading and analytical skills. Additionally, they learned how to collaborate on a project, thus enhancing their technological intelligences for future careers. It should be noted that although students may "know" a lot about technology, they do not always know how to implement the available tools and software to further their knowledge.

Introducing the activity:

The students in second-year French made two Google maps, one for our town of Mount Vernon, Washington and the other for Angers, France. As a first step, the class took one period to walk through downtown Mount Vernon and took pictures of the city with our digital cameras. The students used their pic-

tures to help create the Mount Vernon Google Map.

We compared the two towns in terms of size, architecture, history, and businesses. I have been to Angers several times and have collected brochures from business that offer them. This includes take-out menus, tourist brochures, business brochures, and maps. To introduce the project, I showed a short video presentation that I had made about Angers that included the schools in town, the grocery stores, the churches, etc. I asked the students to compare Angers with Mount Vernon. We reviewed adjectives, comparisons, and city-related vocabulary. This multimedia introduction piqued the curiosity of the students. The second step involved using Google Earth projected on the screen. We were able to find Angers and pinpoint its location in relation to other French cities that we had explored. The class discussed the region of *Pays de la Loire* and its specialties. My third step was to distribute the brochures, pamphlets, and menus that I had collected within the past two years. The students were able to explore the places with which they were going to work. Each student chose one or two places in Angers for which they would be responsible. Students used the information that they learned about the place from the specified Web sites or from the available brochures to make a Placemark on a collaborative Google Map set up by the teacher.

Lab/project requirements:

The requirements of the Google Maps activity were as follows:

1. Find the Web site (if available) for the business or place.
2. Find and save a picture.
3. If possible, find a video (YouTube or DailyMotion) to embed on the map. (Please note that many school districts do not allow students to access videos at school. If you have video site access, the students could send you the embed code that you would add to the collaborative map.)
4. Write a short paragraph describing the place and why one would go there. Also to be included: opening hours, prices, specialties, or historical information.
5. If applicable, write a review of a restaurant (or a *boulangerie*), including what one could eat there and what you would order.

6. Participate in a forum discussing the work of classmates. Students must comment and critique three classmates' placemarks.

Students completed the written portion of the activity using Microsoft Word and its French spell checking function. Before a student could post his or her work, it was to be sent to me via Gmail for editing. I marked errors in red on the document and returned them for correction. Students resubmitted their corrections for final approval. This is a short writing activity, but it involves investigation and organization of materials, corrections and revisions of published work, and use of technology at a professional level. Students were credited for task completion of the review and revision process.

The collaborative Google Map

Instead of each student making his or her own map detailing the locals, student collaborated on one map that I set up. Our map was called "Angers, France."

To begin the collaborative portion of the activity, students used their Gmail

yellow. When clicked on, he can be placed on the street that you are visiting providing you with a street-level, 360 degree view of the area. Although you might not be able to physically take your student to that town, the "Street View" function of Google Maps is as close as one can get to being there.

After having posted all of the placemarks, students explored their classmates' work. If available, a group discussion with compliments or suggestions may be conducted through Google Groups discussion. Not only can the students see their own work, they can explore and critique the research of their peers in French in the discussion forum. For this activity, I observed the students working through the steps and noted the major issues that confused or delighted them. Items graded included grammar, vocabulary usage, and activity completion. Students were required to compliment or correct at least three of their peers in the discussion group.

Outcomes

The project took three days (approx-

I were actually there." Several students researched the soccer stadiums on their own and produced an excellent written piece about French football teams and stadiums. Many students have now requested that I add Angers to our 2011 class trip. They wish to complete the circle of knowledge by standing in front of the building that they described on their Google Maps. The students showed interest and enthusiasm throughout the three days and expressed their willingness to expand on the project next year.

With the knowledge that some teachers face challenges in terms of using technology-based activities (lab time, tech availability, Internet access, district regulations, etc.), I have designed a step-by-step, easy-to-use project. It is of course preferable to explore and create on your own before you present it to your class. Teaching with technology calls for ingenuity, flexibility, and patience, all excellent traits to be shared with students. If the project does not meet expectations, share the experience with your colleagues and students and brain-

The most enjoyable aspect of the project was the ability to "walk around Angers as though I were actually there."

accounts (see instructions on the Web site) to access the invitation to collaborate that I had sent them. Additionally, students used the Web site that I had previously prepared with links to as many of the places in Angers as I could find. In this way, students would be able to quickly find the church, the restaurant, or the municipal building that they were researching. Using photos sharing sites such as Flickr, Google Images, or Picasa, students found and saved pictures of their places.

Once students had organized the components for the place they had chosen, they accessed the class Google Map to add the information collected. Each student added a blue placemark to the map. Inside the placemark, they added a picture (or video), a link, and the previously prepared paragraph. When finished, students saved their work and everyone who collaborated on the activity was able to click on the placemark, see the picture (or video), read the description, and view the structure using Google Earth or Google Maps (satellite view).

One particularly fascinating tool with Google Maps is the ability to "Street Walk" using "Street View." To the left of any Google Map, there is a small person in

mately 84 minutes) in the computer lab to finish. As it was a trial-and-error group, the activity took longer than I had expected, but I had worked in extra time in the class schedule. In the future, these students will be able to finish in 1.5-2 class periods and I will be better able to explain the project to new students. Throughout the lab time, I circulated around the room assisting students with copy/pasting, language questions, and technical issues. Students assisted each other as they mastered the collaborative map process. There were a few mishaps, including one group accidentally erasing the work of the previous class. However, this was quickly rectified. In addition to the cultural aspect of the project, students worked on grammar and vocabulary exercises on the accompanying student Web site [www.catherine-meissner.org/francais2.htm]. Upon formal assessment, students demonstrated strong abilities using the verb "aller," the contractions of à, the use of the infinitive after "pour," and the vocabulary associated with places in a city.

The most enjoyable aspect of the project, as stated by the students, was the ability to "walk around Angers as though

storm for solutions. Any experience you give to your students that allows them to learn from success (or even failure) will only add to their comprehension of real-world situations in technology. I encourage you to take that first step into the collaborative and constructivist arena that is Google Maps, and invite you to contact me with your questions and outcomes.

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

Notes

I have posted supporting documents, Web pages, and videos on my Web site, including examples of my class Google Maps, screen shots, and videos on how to organize a Google Group for your classes, as well as helpful hints on using Google products in the World Language classroom.

[www.catherine-meissner.org/technology.htm] Technology for WL teachers. Click on "Google Maps" for the tutorial.

[www.catherine-meissner.org/endroits2.htm] Student grammar and culture pages with several sites to explore.

AMITY SMALL GRANT REPORT

Thanks to a grant from both the national AATF and my local chapter in Minnesota, I was able to welcome an Amity intern from France for our second semester of the 2009-2010 school year. Our intern spent about five hours per day helping with all four levels of French classes. He stayed with an employee from a district elementary school and her family. He also attended an AP literature class so that he could get a taste of what an American high school class was like (other than the French classes) and so that he could practice his English reading and writing skills.

During his stay, our Amity intern did about a half dozen presentations where he spoke in French about himself and his interests, school in France, regional dishes, Burkina Faso (where he had done an internship), and Paris. He assisted during game time, monitored students during speaking activities, helped students prepare for speaking finals, and chose an expression to teach the kids each week. In addition, I tried to only speak French with him so that I could have that much needed practice, as I am the only French teacher for miles. We made sure he got to experience the "fun" elements of high school life, so he of course helped us chaperone both French field trips and ones for other classes as well. In addition, he was able to attend Prom as a chaperone. He also had the opportunity to travel to New York and Minneapolis with his host family. We kept him busy!

Our intern was pretty quiet and reserved for his first month, which I've seen before with other visiting teachers. I know from personal experience that French schools and American schools can be quite different. French schools tend to be stricter, and students don't have the same kind of friendly relationship with their teachers. However, we did see a big change in his personality over the months as he grew more comfortable.

He became very accustomed to the American school system and perhaps misinterpreted what it meant to be on more friendly terms with the kids. I think he enjoyed having this American high school experience so unlike his own in France. Nothing inappropriate occurred, but it can be difficult for these young interns to know where they fit in. They may be or recently have been students themselves, but they are expected to fulfill a more professional adult role as an Amity intern. Out of at least one dozen interns I've worked with over the years, this was the first time I had an issue. I would encourage any teacher who participates in

this program to be very clear about what is expected and what professional conduct means. Despite this one misunderstanding we had in his last month, our Amity aide really got kids excited about French and about their own abilities. I feel that we were very fortunate to have had this experience, and I thank the AATF for their support in helping us. I wouldn't hesitate to participate in the program again, but as previously stated, I would be even more vigilant about voicing expectations in the future.

Emily Benidt Wakefield
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SHARE YOUR SUCCESS STORY VIA THE FRENCH LANGUAGE ADVOCACY WIKI

The AATF French Language Advocacy Wiki Team is collecting stories from members about successful initiatives to recruit students or to maintain programs and degrees with a French major. By offering our collective experiences as examples, we can nurture other French programs and support our colleagues. French faculty at all levels, K-12 and higher education, are asking for suggestions to increase enrollment in their French programs and for advice on how the French major can best be marketed to administration. We will share ideas by posting these strategies and activities on the French Language Advocacy Wiki: [frenchadvocacy.wikispaces.com].

Here are some questions to consider: What has benefitted your program? Have you done outreach programs to other schools, to the local community, or to Francophone communities? Have your students engaged in service projects? Have you developed internships or virtual or physical exchange programs for students? Have you modified your curriculum or degree requirements? Have you collaborated with colleagues in other disciplines? How have you maintained visibility in your institution or community?

Please take a moment to send Margot Steinhart an email about your successful initiatives. (Identify your institution, town and state, please). Your idea could also save a French program!

Margot M. Steinhart
[m-stehart@northwestern.edu]

TRIBUTE TO OUTGOING EXECUTIVE COUNCIL MEMBERS

Three Executive Council members will complete their second three-year term as of December 31, 2010. They have served with distinction and contributed immensely to the cause of promoting French in the U.S. (Although we have regional elections each year in three of our nine regions, it is unusual to have three Regional Representatives leaving the Council at the same time.)

Region III (Mid-Atlantic) Representative Alice Cataldi is known for indefatigable enthusiasm for all things French. In addition to serving on many committees, she has contributed numerous articles and activities to the *National Bulletin*. She has worked tirelessly to keep French alive and well in the Mid-Atlantic states and frequently visited the chapters in her region to do workshops and advocacy training.

Region V (East Central) Representative Randa Duvick chaired our AATF Strategic Planning Committee and has organized the National French Week Poster Contest for several years now. She has been instrumental in the development of the Advocacy Wiki, particularly its focus on post-secondary advocacy. Next year, she will continue her efforts by organizing the pre-convention Leadership Program in Montreal.

Region VII (South Central) Representative Jacqueline Thomas has also chaired her share of committees. She has made frequent presentations on the innovative promotion and recruitment programs she organizes at her university, most recently related to service learning. She organized the first and only regional Web site, including all the chapters in her region.

All three of these Regional Representatives have left their mark on the association, and they will be greatly missed.

FRENCH LANGUAGE ADVOCACY WIKI

How do I ...

- Recruit more students?
- Be more visible?
- Cultivate allies?
- Formulate cogent argument for studying French?
- Engage others to advocate for my program?

For ideas and ready-made documents, click on [Frenchadvocacy.wikispaces.com].

MOTS CHASSÉS

Exercices sur «La Vie des mots» paru dans la *French Review*, Vol. 83, No. 5 (avril 2010). Le corrigé se trouve à la page 39.

- I. Refaire les phrases suivantes à l'aide de l'amorce suggérée sans en changer le sens
1. N'ouvre pas le robinet d'arrivée! (amorce: il lui ordonna)
 2. Pourquoi ne vas-tu pas voir ton psy? (amorce: il me suggéra)
 3. Vous deux, ne ressassez pas les mêmes choses (amorce: je ne veux pas)
 4. Si on m'arrête, je serai emprisonné. (amorce: je me disais)
 5. Quand la bombe explosera-t-elle? (amorce: dites-moi)
- II. Soulignez ou relevez la réponse juste
1. Veux-tu que cette infirmière?
a. accompagne ce malade. b. eut accompagné ce malade c. accompagnera ce malade
 2. Ils ont trouvé un nouveau vaccin
a. bien que l'Etat n'a pas donné son accord b. bien que l'Etat n'aurait pas donné son accord
c. bien que l'Etat n'ait pas donné son accord
 3. J'en ai marre
a. que je mange des pizzas b. de manger des pizzas c. que j'ai mangé des pizzas
 4. Il lui est impossible
a. d'aller chez le médecin b. qu'il aille chez le médecin c. qu'il soit allé chez le médecin
 5. Venez chez moi
a. après que vous ayez visité cette place b. après que vous avez visité cette place
c. après avoir visité cette place
- III. Développez les sigles suivants:
1. P.I.B.
 2. O.G.M.
 3. G.P.S.
 4. T.O.C.
 5. O.N.U.
- IV. Mettre la préposition qui convient devant l'infinitif
1. Nous avons du mal _____ accepter cette triste vérité.
 2. Ça me gonfle _____ faire mes devoirs.
 3. Ce vaccin servira _____ vaincre cette maladie.
 4. L'infirmière m'a aidée _____ reprendre pied.
 5. Levez-vous _____ entendre la décision du juge.
 6. Regardez votre GPS _____ de vous mettre en route.
 7. Ne sortez pas _____ prendre votre parapluie.
 8. Rentrez chez vous _____ avoir quitté l'hôpital.
 9. Elle s'est lavé les mains _____ toucher ce bébé.
 10. Quelle drôle de façon _____ s'exprimer sur ce blog!
- V. Remplir les blancs dans les phrases suivantes.
1. La France va lancer un grand _____ pour couvrir les dettes du pays.
 2. Après le décès de son mari, elle n'a pu faire _____.
 3. Thérèse est franche; elle appelle toujours _____.
 4. Quelle bonne plaisanterie! Nous avons ri _____.
 5. L'orthographe, la grammaire et l'arithmétique sont à l'école primaire des _____.
 6. Ce chômeur a eu du mal à se _____ dans la société.
 7. Si on insulte un agent de police on peut _____ trois mois de prison.
 8. Le père a non seulement menacé sa fille d'une gifle mais il a joint _____.
 9. Le Parlement européen a son siège à _____.
 10. Les médicaments _____ ne sont plus protégés par un brevet.

Colette Dio, Nancy, France

2011 ISE "LANGUAGE MATTERS" AWARD

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

Previous recipients of this award are Mimi Hagedorn (KY) in 2005, Davara Potel (OH) in 2006, Donna Czarnecki (IL) in 2007, Teresa Lambert (KY) in 2008, Beth Pierce (MS) in 2009, and Megan Iranpour (KY) in 2010.

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

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

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

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

Deadline: The nominee's dossier must be postmarked by **February 1, 2011**. It should be sent to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 or e-mailed in .pdf or Word format to [abrate@siu.edu].

The recipient of the award will be notified by April 1, 2011. The award will be presented during the AATF Convention in Montreal, July 6-9, 2011. Questions about this award should be directed to [abrate@siu.edu]. For more information in ISE visit [www.isemn.net].

2011 ADMINISTRATOR OF THE YEAR AWARD

The AATF/Concordia Language Villages/French Cultural Service Administrator of the Year Award, given annually, is intended to recognize a school principal or superintendent who actively supports the study of French. Any AATF member in good standing can nominate an administrator for this award.

The winner will have demonstrated a strong commitment to international education and intercultural understanding through support for the study of languages, including French, in his or her school or district, support for innovative curricular and extracurricular programs which enhance the study of French, support for professional development specifically for language teachers, and support for a cross-disciplinary presence for languages. The nomination file should contain the following items: (1) an abbreviated CV (2 pages max.) outlining the candidate's education and work experience, (2) a brief description of the language program(s) in the school or district (2 pages max.), and (3) a letter from the nominating French teacher highlighting the administrator's commitment to supporting the study of French and his or her impact on the language program(s). All elements of the file should focus on addressing the traits listed at the beginning of this paragraph.

Applications should be received at AATF National Headquarters no later than **December 1, 2010**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2011) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 or electronically in .pdf format to [abrate@siu.edu].

CONTRIBUTE TO THE FUND FOR THE FUTURE

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

PLATINUM LEVEL BENEFACTOR:

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

GOLD LEVEL BENEFACTOR:

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

SILVER LEVEL BENEFACTOR:

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

BRONZE LEVEL BENEFACTOR:

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

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

AATF ON-LINE STORE

www.frenchteachers.org

LE JOURNAL D'UNE BOURSIÈRE AU FESTIVAL DE CANNES

Je m'appelle Caroline Gierke, je suis née à Atlanta, mais j'ai grandi à Glen Gardner (NJ) où j'ai fait mes études secondaires. J'ai commencé à étudier le français il y a neuf ans. En 2007, j'ai passé sept mois à Muihouse dans les Vosges pour suivre les cours de première L au lycée Jean-Lurçat. Depuis mon retour aux États-Unis, je prépare un diplôme de français et de finances à *Auburn University* (AL). En 2009, j'ai obtenu une bourse du gouvernement français qui m'a permis de participer au 62^e Festival de Cannes. Je voudrais partager le journal de ma fabuleuse aventure.

10 mai 2009: le grand départ

Aujourd'hui, c'est le jour tant attendu! Tous mes rêves vont bientôt se réaliser. La France occupe une grande partie de ma vie, et voilà des mois que je rêve d'y retourner. Je vais commencer par passer trois jours à Paris avant d'aller à Cannes.

les vitrines des Galeries Lafayette. Pour le déjeuner, j'ai fait un pique-nique dans le jardin des Tuileries. Ensuite, j'ai traversé le Pont Royal et je suis arrivée au Musée d'Orsay dont la grandeur et la beauté m'ont éblouie. Il y avait une exposition des oeuvres de Rodin. Devant les tableaux de Van Gogh, de Monet, de Cézanne, j'ai éprouvé des sentiments que je n'avais jamais ressentis. La Salle des Fêtes est somptueuse avec ses miroirs, ses chandeliers, ses peintures et ses sculptures. J'ai continué mon exploration de Paris jusqu'à Notre-Dame, à l'Hôtel de Ville, au Centre Pompidou et à la Place des Vosges qui occupe une place spéciale dans mon coeur car j'ai vécu dans les Vosges pendant mon premier séjour en France. Le nom de cette place vient du fait que les Vosges étaient le premier département à payer ses impôts. J'ai vraiment aimé l'architecture

magnifique sur la Côte d'Azur, j'ai rencontré Olena, la jeune Canadienne qui partageait la chambre. L'hôtel est très grand, entouré de jardins avec beaucoup de fleurs et de palmiers, et l'atmosphère est formidable. Une réunion de tous les boursiers était prévue pour 15h.

Après avoir reçu les invitations pour voir le film anglais *Fish Tank*, nous nous sommes préparées pour la première du film. Olena et moi portions des robes de soir, et en arrivant au Grand Palais nous avons été étonnées de voir que nous avions des billets d'orchestre. En montant les marches, il y avait des flashes partout, et je me suis sentie comme une vraie vedette. Il m'a fallu trente minutes pour me remettre... c'était comme dans un rêve. L'occasion d'aller à la première d'un film «en compétition» au Festival de Cannes était tout simplement incroyable!

Notre programme était plus ou moins

«Ce n'est pas la fin, d'autres aventures vous attendent».

Avant mon départ, ma mère, ma petite soeur Claire et moi, nous avons fait du shopping pour ma grande aventure—des chaussures à talons et un ensemble pour l'entretien à la boutique Ungaro à Paris où je voudrais faire un stage pendant l'été 2010. À l'aéroport, je n'ai pas eu de problèmes jusqu'à la sécurité. Mon pot de beurre de cacahuètes et ma confiture de raisins ont été confisqués. Hélas, les Français ne goûteront pas mes sandwiches au *PB&J*.

11 au 13 mai 2009: séjour à Paris

Arrivée à l'aéroport Charles De Gaulle à 6h30, j'ai retiré de l'argent d'un guichet automatique et acheté un billet de RER pour Paris et une carte 12-25 pour avoir une réduction de 50% sur les billets du TGV. Il faisait frais, il y avait de la brume et il pleuvait, mais peu importe, j'ai réussi à trouver le Foyer Tolbiac où je vais passer trois nuits. Je n'ai pas perdu de temps avant d'aller à la découverte du 13^e arrondissement et j'ai acheté quelques provisions au Monoprix. Je me suis promenée dans le Parc Montsouris et aux alentours, jusqu'à la Place d'Italie et la Bibliothèque nationale.

Le lendemain, j'ai voulu visiter le Louvre, mais malheureusement, j'ai découvert que mardi est le jour de la fermeture hebdomadaire. J'en ai donc profité pour me promener avenue de l'Opéra, boulevard Haussmann, boulevard des Capucines et pour lécher

historique et les rues étroites du 3^e et du 4^e arrondissements. La journée était fatigante; je suis rentrée au Foyer épuisée mais heureuse.

Le troisième jour à Paris a été consacré en grande partie à la Tour Eiffel et à ses environs: le Champ de Mars, l'École Militaire, les Invalides et l'Esplanade. Ensuite, j'ai traversé le Pont Alexandre III pour arriver au Grand Palais où il y avait deux expositions, l'une sur «Le Grand Monde d'Andy Warhol», et l'autre intitulée «La Force de l'Art». J'ai repris le chemin du retour au Foyer où j'ai refait mes valises, et je me suis couchée tôt car je devais me réveiller de bonne heure pour prendre le TGV pour Cannes. Au revoir Paris, et à bientôt!

14 au 23 mai 2009: le séjour à Cannes

Ce matin, je me suis réveillée à 5h30. J'ai pris le métro jusqu'à la Gare de Lyon. La ligne 14 est une ligne automatique, c'est-à-dire sans chauffeur. Le métro était très propre, plus rapide que les autres lignes et chouette! À la Gare de Lyon, j'ai pris un TGV direct jusqu'à Cannes. À mon arrivée, je me suis pincée pour m'assurer que j'étais bien dans le sud de la France, à Cannes, sur la Côte d'Azur! Il faisait très beau, le soleil brillait et il y avait des palmiers partout dans la ville. Tout d'un coup, je me suis rendu compte que j'étais vraiment arrivée au 62^e Festival de Cannes! J'ai pris un taxi jusqu'à l'hôtel CIMEM dirigé par des soeurs catholiques. Dans ma chambre, qui avait une vue

semblable tous les jours. Nous prenions le petit déjeuner à l'hôtel. Quelquefois, les soeurs de l'Assomption mangeaient avec nous. Nous nous retrouvions entre boursiers pour raconter les histoires de la veille. Ensuite nous nous dirigeons vers le centre-ville pour essayer d'obtenir des places au bureau «Cannes Cinéphiles». À midi et le soir, nous retournions quelquefois au foyer des jeunes ou nous prenions les repas dans un restaurant de la ville. La nourriture au foyer était très bonne. Les délicieux repas ensemble permettaient aux boursiers de faire plus ample connaissance: Omar, Saïd et Brahim étaient marocains; Maroussa grecque; Sanja serbe; et Aleina et Ula azéries.

Si les films présentés en «séance spéciale» étaient projetés dans la Salle Debussy, il arrivait souvent qu'on pouvait les voir sans billet. Quelquefois, on avait accès aux films de la catégorie «en compétition» mais uniquement à la dernière minute. Dans la catégorie «Cannes Cinéphiles», la presse et les professionnels ont la priorité; c'est pourquoi au fur et à mesure que le festival avançait, il devenait de plus en plus difficile d'obtenir des places pour ces films.

Il y a trois types de billets: jaune, bleu, et orange-marron. Les billets jaunes sont pour les films qui passent pendant la journée dans la Salle Debussy et au Grand Palais. Les bleus sont pour les

films «en compétition» au Grand Palais, et les orange-marron sont aussi pour les films «en compétition», mais seulement pour les professionnels accrédités qui portent des badges noirs et rouges. En fait, il y a aussi plusieurs types de badges: noirs et rouges pour les professionnels du Festival et blancs pour les «Cannes Cinéphiles» dont les boursiers. Même avec mon badge, je ne pouvais pas entrer sans invitation au Grand Palais Lumière, ni au Village International, ni au Marché des Professionnels. Les membres de la presse ont aussi un badge spécial.

Mon aventure cinématographique a commencé avec le film *Loin du Vietnam*, présenté dans la catégorie «Cannes Classique». Il y avait beaucoup de scènes de guerre et de manifestations aux États-Unis et ailleurs; il m'a beaucoup appris sur cette guerre. J'ai ensuite eu la chance de découvrir le cinéma du monde entier. *Politist, Adjectiv* est un film roumain qui a obtenu le Prix du Jury dans la catégorie «Un Certain Regard». J'ai été initiée au cinéma espagnol avec *Agora* d'Alejandro Amenabar, au cinéma russe avec *Tzar*, un excellent film sur Ivan le Terrible, au cinéma israélien avec *Einaym Pkuhot*, un film des plus forts du Festival, au cinéma colombien avec *Los Viajes del viento* de Ciro Guerra et au cinéma palestinien avec *The Time that Remains* d'Elia Suleiman.

Le cinéma français était aussi honorablement représenté avec plusieurs films: *L'Épine dans le coeur* de Michel Gondry, *L'Armée du crime* de Robert Guédiguian, présenté «hors compétition», *Le Père de mes enfants* de Mia Hansen-Løve qui a obtenu le Prix du Jury dans la catégorie «Un Certain Regard», *Irène* d'Alain Cavalier présenté aussi dans la catégorie «Un Certain Regard», *Ne te retourne pas* de Marina De Van et *Demain dès l'aube* de Denis Dercourt avec Vincent Perez et Jérémie Renier. En fait, à la sortie du cinéma après avoir vu ce film, j'ai croisé Vincent Perez et j'ai eu l'occasion de lui parler pendant quelques minutes. Il est non seulement très beau mais aussi très sympathique et il m'a donné son autographe. J'étais très émue qu'il ait pris le temps de parler avec moi!

Le dernier jour à Cannes, j'ai réussi à avoir des invitations pour neuf courts-métrages «en compétition» qui provenaient de partout dans le monde. Avant leur projection, leurs réalisateurs étaient sur scène pour les présenter. J'ai adoré *Arena* qui a obtenu la Palme d'Or et *The Six Dollar Fifty Man* qui a gagné une Mention Spéciale du Jury. Nous avons profité des moments où nous ne

parvenions pas à voir les films pour découvrir la belle ville de Cannes, y compris la vieille ville et la Croisette avec ses superbes yachts, ses petits restaurants, la plage où l'eau est d'un bleu d'azur et la vue magnifique sur les montagnes.

Une fois, en faisant la queue pour voir un film, nous avons rencontré une scénariste intéressante qui s'appelle Yvonne Bouanha. À notre grande surprise, elle était avocate et juge au Ministère de la Justice. Elle nous a parlé de son nouveau roman, *La Vie en noir et blanc*, qui n'a pas encore paru, mais elle a déjà publié un premier roman, *L'Injustice du destin*. Un soir, nous sommes allés dans une boîte de la vieille ville où nous avons dansé jusqu'aux petites heures. L'atmosphère était incroyable, comme une grotte. Ensuite, nous sommes montées jusqu'au grand clocher au sommet de Cannes. La vue était à couper le souffle.

Le dernier jour à Cannes, il ne restait plus qu'Andrew, le Canadien de Halifax, sa copine niçoise Marion et moi. Comme Marion connaît bien sa ville, elle nous a emmenés dans un vieux quartier de Nice où j'ai essayé la nourriture niçoise typique: les farcis et la socca qui sont extraordinairement bons! Ensuite, nous sommes allés déguster une glace dans la glacierie la plus connue de toute la Côte d'Azur, «Fenocchio». Il y avait plus de quatre-vingt dix parfums, certains très bizarres: cactus, bière, lavande ou rose. Nous avons continué notre ballade dans le vieux Nice, puis sur la Promenade des Anglais, dans les rues piétonnes, et finalement nous avons pris le tramway jusqu'à la gare. J'ai beaucoup aimé cette ville que j'ai eu la chance de la découvrir avec une Niçoise.

23 au 27 mai 2009: séjour dans les Vosges

Après une journée fascinante et fatigante à Cannes et à Nice, mes copains m'ont amenée à l'aéroport pour prendre un vol jusqu'à Mulhouse pour revoir mes amis dont j'avais fait la connaissance deux années auparavant.

27 mai au 29 mai 2009: retour à Paris

C'est le coeur serré que j'ai pris le train pour Paris. Après avoir acheté quelques cadeaux, je suis allée à la découverte d'une partie du Louvre. Aujourd'hui, je me rend compte que la France représente pour moi beaucoup plus que des personnes, de beaux paysages, de l'histoire, de beaux bâtiments et de la nourriture: c'est une façon de vivre qui qui me manque aux États-Unis. Moi, j'en fais partie maintenant. Comment faire

pour me réhabituer au mode de vie dans mon pays?

Le deuxième jour à Paris j'avais un entretien à la boutique Ungaro où je voudrais faire un stage. Je me suis très bien habillée, et je suis allée rencontrer Madame Corinti, la directrice de la boutique, avec Madame Spencer, le professeur qui a organisé cet entretien. C'est là, avenue Montaigne, où j'ai passé trois mois en 2010. Quelle chance!

Pendant mon dernier jour à Paris, je me suis promenée du côté de la rue du Faubourg Saint-Honoré où se trouvent non seulement les vitrines des plus grands couturiers mais aussi le Palais de l'Élysée, la résidence du Président de la République. Il y avait des gendarmes partout. Pour continuer ma découverte du «Paris Chic», je suis allée à «La Grande Épicerie de Paris», une annexe du «Bon Marché» où j'ai passé des heures à admirer les produits de qualité et leur disposition artistique.

30 mai 2009: retour aux États-Unis

Mes trois semaines de rêve en France se sont terminées. Quand j'ai retrouvé ma famille, j'avais du mal à parler anglais mais pendant le trajet jusqu'à la maison, je me suis réhabituee à ma langue maternelle pour raconter mes incroyables aventures. Quelqu'un en France m'avait dit une fois: «Ce n'est pas la fin, d'autres aventures vous attendent». J'en suis persuadée!

Caroline Gierke
Auburn University
[clg0003@auburn.edu]

Note: Je voudrais remercier Mademoiselle Émilie Renouvin du Consulat Général de France à Atlanta de m'avoir sélectionnée pour cette bourse et de m'avoir permis de vivre cette expérience extraordinaire. C'est mon professeur de français à Auburn University, Madame Samia Spencer qui m'a encouragée à tenir un journal détaillé de mon séjour en France et qui m'a aidée à réorganiser mon texte pour en extraire le présent résumé: je lui suis également reconnaissante.

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

www.languagepolicy.org

THE AATF ANNOUNCES FUTURE LEADERS FELLOWSHIP PROGRAM

When: July 4th & 5th, 2011

Where: Delta Centre-Ville Hotel, Montreal

Proposed Schedule:

July 4: Afternoon arrival/Working
Dinner/ Evening Session

July 5: Breakfast/Lunch/Leadership
sessions. Randa Duvick, Region V
Representative, and a team of
AATF leaders are planning and will
facilitate the day-long workshop.

Evening Reception with AATF
Executive Council.

July 6: Introduction of Fellows at
Opening Session of Montreal
Convention.

July 6-9: Fellows attend Convention
in Montreal.

Application Process: Each AATF Chapter may nominate one candidate who has been a member for at least three consecutive years and is willing to serve as a chapter officer in the future. The Chapter must be willing to contribute to cost of lodging (double occupancy) and meals for the candidate. Chapters should budget approximately \$200-\$400, the exact amount to be determined by the size of the chapter and chapter resources. The application form can be found at [www.frenchteachers.org/hq/leadership.htm].

Each candidate should address the following topics: (1) Describe our past

and current involvement with the AATF; (2) Describe the ways in which you would like to provide leadership within your AATF Chapter or at the national level; and (3) Describe why your participation in this program would be valuable to you and to your AATF Chapter.

Time Line:

December 15, 2010: Deadline for
Fellows Applications

February 2011: Announcement of
Fellows selected and Alternates

Requirements for Applicants:

1. Must be willing to attend the entire AATF conference in Montreal.
2. Must be a member of AATF for at least three years.
3. Must be willing to join the Board of their local AATF Chapter and serve as an officer at a later date.
4. Must write an article for their state newsletter and present a session at their state conference.

The AATF will waive the cost of registration for the Montreal convention and, with Chapter participation, will reimburse hotel accommodations (double occupancy) during the Leadership Program. The cost of meals during the Program will also be covered by the AATF. Direct questions to [randa.duvick@valpo.edu] or [mmsunderland@frencteachers.org].

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.



Outstanding Senior in French Award

Recognize outstanding students!



Students at the high school or university level are recognized with:

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



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

For more information and complete eligibility requirements:
www.frenchteachers.org/hq/outstandingsenior.htm or staff@frenchteachers.org
(Basic award: \$25 / Award + medal: \$35)

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2012, a cash award, and a one-year subscription to *Le Français dans le Monde*. An official presentation will be made at the AATF Awards Banquet in Montreal in July 2011.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2011**.

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

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

TIME LINE

Because the awards will be presented at the annual convention, the postmark deadline for submitting all documents will be **February 1, 2011**. Decisions will be made by March 1. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

REQUIRED QUALIFICATIONS

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

EVALUATION CRITERIA

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

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

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

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

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

NOMINATION PACKET

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

1. A *résumé* of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together. PLEASE NOTE: the nomination packet should NOT be bound or presented in a scrapbook or folder.
5. Submit the nomination packet to AATF Teacher Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 or electronically in .pdf format to [abrate@siu.edu]. The nomination must be postmarked no later than **February 1, 2011**.

ADVOCACY

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

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

2011 AATF CONVENTION IN MONTREAL

Mark July 6-9, 2011 on your calendars! The 84th annual AATF convention will be held on those dates at the Delta Centre-Ville Hotel in Montreal. We are planning a number of exciting activities as well as the usual excellent professional program.

Call for Proposals

The Call for proposals is now on the AATF Web site at [www.frenchteachers.org]. The deadline for submissions is **December 15, 2010**. We are looking for proposals addressing any aspect of French language or Francophone literatures or cultures. Useful classroom practices and ready-to-use activities are always welcome. Presentations can be research based, but all sessions should be given as lectures or talks with participant involvement. Effective strategies for promotion and advocacy are particularly important in these difficult times.

Hotel Information

The convention will take place at the Delta Centre-Ville Hotel, near the *Vieux Port*. The convention rate we have negotiated is \$169 (Can. + taxes). Please note that VAT taxes on hotel rooms and nonconsumable purchases are reimbursable. Make sure you pick up the forms as you arrive or depart from Quebec. Watch the January issue of the *National Bulletin* for information on reserving a room and finding a roommate.

Program

We expect to have a full program of sessions and workshops with a number of additional features, including a *dictée* (organized by Marie-Simone Pavlovich). We are also exploring possible areas of collaboration with the Quebec *Ministère des relations internationales* and the *Centre de la francophonie des Amériques*.

Activities

In addition to the wonderful summer activities traditionally available in Quebec, we are working with a number of travel companies based in Quebec to offer area excursions and perhaps post-convention excursions as well to places of interest in the region.

Watch the AATF Web site for more details regarding costs, travel, the program, and other information which will be posted as the various elements are confirmed.

Special Travel Note

Laws have changed recently, and a valid passport is now required for travel to Canada. A U.S. driver's license is no longer sufficient.

FRANCES SYNERGIES

France Synergies, an electronic newsletter with pedagogical activities, is offered free to French teachers every other week during the academic year by the University of Wisconsin Madison, Division of International Studies and Department of French and Italian. Each newsletter has a cultural theme and includes pedagogical activities on cultural topics, actualities, proverbs and sayings, songs with words and videos, and films. For the different sections of the newsletter, teachers and their students are directed to Web links around which the activities are written. There is also an announcement section.

Reader contributions are welcome. Material is most often used by third- and fourth-year French classes, but some links and activities are provided for first- and second-year students as well. The newsletter comes by e-mail every other week. To subscribe, send your e-mail address to [ssmagnan@wisc.edu] with a message line, "SUBSCRIBE France Synergies newsletter."

Sally Magnon
[ssmagnan@wisc.edu]

NOW AVAILABLE ON-LINE PAYMENT

www.frenchteachers.org

- Pay on-line for membership
- Outstanding Senior Awards
- Materials
(special member prices available for most materials)

RÉPONSES

au test à la page 39,

1. Jacques Cartier en 1534, 1535-36, et 1541-42; 2. le commerce des fourrures; 3. un drapeau blanc fleurdelysé; 4. Je me souviens; 5. la ville de Québec; 6. Jean Charest; 7. le fait que la langue et la culture françaises ont pu survivre au Canada face à l'anglais grâce aux familles très nombreuses des Québécois; 8. une "révolution" sociale et politique qui a permis aux Québécois francophones de bénéficier de droits linguistiques, politiques, et sociaux en français dans leur propre pays; 9. la loi 101; 10. Paul Martin, 2006.

CALL FOR PAPERS

The Seventh International Conference on Language Teacher Education: Expanding Our Horizons, to be held May 19-21, 2011 in Minneapolis, welcomes proposals for papers and symposia on all aspects of the education and professional development of language teachers. Papers and symposia may report on data-based research, theoretical and conceptual analyses, or best practices in language teacher education.

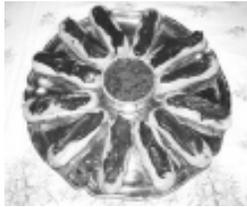
The mission of the conference is to address the education of teachers of all languages, at all instructional and institutional levels, and in all the many national and international contexts in which this takes place, including: English as a Second or Foreign Language (ESL/EFL) instruction; foreign/modern/world language teaching; bilingual education; immersion education; indigenous and minority language education; and the teaching of less commonly taught languages. The conference aims to bring together teacher educators from these many contexts to discuss and share research, theory, and best practices and to initiate and sustain meaningful professional dialogue across languages, levels, and settings. The conference will focus on four broad themes: The Knowledge Base of Language Teacher Education; Social, Cultural, and Political Contexts of Language Teacher Education; Collaborations in Language Teacher Education; and Processes of Language Teacher Education.

The deadline for submission of proposals for papers and symposia is **December 15, 2010**.

More information and on-line submission instructions can be found at: [www.carla.umn.edu/conferences/lte2011/call.html], The Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota, 140 University International Center, 331 17th Avenue Southeast, Minneapolis, MN 55414, Phone: (612) 626-8600; fax: (612) 624-7514, E-mail: [carla@umn.edu]; Web: [www.carla.umn.edu].

CHECK THE WEB FOR UPDATES

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



**AATF COOKBOOK:
CUISINER ET
APPRENDRE LE
FRANÇAIS**



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

Name: _____

Address: _____

City, State, Zip _____

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

NEW! 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 _____

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Carbondale, IL 62901

COLOR NOTECARDS



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



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

Name: _____

Address: _____

City, State, Zip _____

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

**What's New in the
French Review?**

Vol. 84, No. 1 (October 2010)

Articles include the titles below and more:

- "Seuil on the Threshold of Change: The Novel in 2009" (Cloonan)
- "Sort votre téléphone: apprendre le français par le système des SMS" (Wallis)
- "Sounding the Limits of Resistance Memory: Robert Desnos, Comics, and Nursery Rhymes" (Nunley)
- "Le Sens de l'harmonie: l'habitus national chez Jean Giraudoux" (Di Méo)
- "In the Shadow of a Mosque: Mapping the *Song of Roland*" (Garcia)
- "Mehdi Charef and the Politics of French Integration" (Xavier)
- "Économie et identité dans la BD belge francophone: l'exemple des *Maîtres de l'orge* de Jean Van Hamme" (Reyns-Chikuma)
- "Entretien avec Jacques Réda" (Prevots)

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

**ÊTES-VOUS UN PROF
ACCOMPLI?**

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

Deanna Scheffer ✚
[schefferd@episcopalhigh.org]

ON STAGE IN DUPEYRON'S FILM ADAPTATION OF *MONSIEUR IBRAHIM* THE PROBLEM WITH LABELS: ARAB, JEW, AND PROSTITUTE

The film *Monsieur Ibrahim* (2003), directed by François Dupeyron, raises the consciousness of students about the uneasiness associated with stereotyping. The rush to label, to stereotype one as Arab, another as Jew, still another as Prostitute, creates a fixity, a rigidity in the way people look upon the Other. Either by transcending a stereotype or by reassessing a label in a positive way, Dupeyron's film promotes good will. The film implicitly suggests what Éric-Emmanuel Schmitt hoped for when he wrote the *novella*, that is, a peaceful settlement of the problem in the Middle East where the Arab-Israeli conflict over Palestine continues (Schmitt, "Éric-Emmanuel-Schmitt, Le Site Officiel").

Monsieur Ibrahim is a worthy film to promote French studies. Students can develop a fresh approach to the enjoyment of the film by considering what theatrical elements the film may share with the stage, the typology of character, and the roles that characters embody.

In an audio commentary on the film, Omar Sharif remarked that his role as the Arab grocer shattered conventional ways of thinking about dissension among Arabs and Jews and that peace and harmony begin in the simplest way, with the friendship of a single Arab and a single Jew: "It is possible to love each other. It is possible to live together" (Sharif).

Schmitt, the author of *Monsieur Ibrahim et les fleurs du Coran*, wrote many plays before he turned to writing *novellas*. This work has been performed many times as a one-man performance with the character Momo as principal. In the film adaptation, the director incorporates specific aspects from theater and from the book. The film introduces the moviegoer to the young hero (*le jeune premier*) who is coming of age in 1960s Paris, a wise elder (*le sage*) who is there to guide him, and Parisian streetwalkers (*les filles de joie*) who ply their trade in one of the city's working-class Jewish sections. The streetwalkers, because they are typecast, are two-dimensional and contrast with the fully-drawn portraits of the Arab and the Jew. The marginalization of Arab, Jew, and Prostitute by the dominant culture intensifies their isolation, their sense of exclusion, and characters find in friendship, be it in the companionship of a single friend or in the camaraderie of a subculture, a way to circumvent the stereotypes.

This article will make a case that stereotypes in *Monsieur Ibrahim* are convenient labels, and when one looks beyond the labels, one may discover that the Arab and the Jew are other than what they appear. The labels "Arab" or "Jew" become inconvenient for Monsieur Ibrahim and Momo. As for the prostitutes, even they reserve the right to dream they may become an Other.

"*La rue Bleue, c'est une jolie rue, même si elle n'est pas bleue,*" says the dying Monsieur Ibrahim to his adopted son Momo. The street is not really blue, the houses are not painted blue, and the setting sun does not lend blue hues to the street. For observant Jews, blue represents the color of God's glory (Block, 3), and, in this context, the name *Rue Bleue* seems an appropriate choice for a street that is part of the fabric of a Jewish working-class neighborhood. Sharif, in his audio commentary, points out that the actual neighborhood of *Le Sentier* was used as the film location.

When the film opens, Timmy Thomas's plaintive song, "Why Can't We Live Together?" bursts forth, as if from the street itself. The song underscores the problem for people living together in a community composed of the marginalized in 1960s Paris, the Arab immigrant, the Jew, and the Prostitute.

"*Va chez l'Arabe,*" says Momo's father to his son. The Jewish boy has adopted his father's attitude, one of condescension, toward the neighborhood grocer, Monsieur Ibrahim. However, the grocer is not what he appears to be. "*Je ne suis pas arabe, Momo, je suis musulman,*" Monsieur Ibrahim tells Momo in the cozy interior of his store. The scene mirrors the status of immigrants who came from the Maghreb and often had shops on a busy street corner. They became known in the neighborhood as the "l'Arabe du coin." Ibrahim is not from the Maghreb; he is a Turkish immigrant who came to France long ago. Moreover, he practices Sufism that, according to him, is more a philosophy than a religion: "*C'est une façon de penser.*" Therefore, the "Arab" labeling of Ibrahim, while convenient, is incorrect.

Monsieur Ibrahim, a Sufi Muslim who drinks alcohol and lives by the spirit and not by the letter of the law, accepts Momo as he is, the Jewish boy who steals regularly from his shop and penny pinches to pay for prostitutes. He even exhorts the boy to continue to steal from

his grocery: "*Si tu voles ...tu voles ici.*" Long before he adopts the boy, Ibrahim gives him gifts, a pair of shoes and a beautifully bound Coran. He listens to Momo with great patience as the boy recounts his romantic successes and failures. Ibrahim shows the adolescent unconditional love, a father's love, and a new role for the grocer.

After he adopts Momo, following the suicide of the boy's father, Ibrahim's generosity continues with the purchase of a red convertible and a road trip to his Turkish homeland. The popular 1960's song "Sunny" by Bobby Hebb plays in the background as the two leave on their travels, a song that underscores the bond between father and son. The selfless giving of a Sufi Muslim father to his adopted Jewish son contradicts conventional thinking about Arab and Jew living together.

Like the old wise man personality of the theater, Ibrahim is a *sage*: "*Je sais juste ce qu'il y a dans mon Coran,*" he repeats over and over. Ibrahim takes on another role, that of teacher, and he instructs Momo through conversations where each one comprises a lesson. The lessons are practical or spiritual, varied and abundant. There is the easy lesson on how to be happy simply by projecting happiness with a smile, the practical lesson of the need to take care of one's feet, the humorous lesson on how to be thrifty in order to visit the neighborhood prostitutes, the thoughtful lesson on the presence of beauty everywhere, the clever lesson of how to succeed with a woman, the spiritual lesson of the prayerful joy of the Sufi dance, and the ultimate lesson of how to die with dignity.

The grocer leaves everything to Momo in his will, his money, his shop, and his personal Coran that contains dried blue flowers. The flowers become a priceless legacy from Ibrahim to Momo, a remembrance of Ibrahim's love for his wife, for his homeland, and a reminder to Momo that for a time he had a father and a teacher to guide him. The single book of Ibrahim's Coran becomes a site of memory, a site of mourning, and a site of joy for the boy whose father transmitted to him the knowledge of a lifetime, or in the words of M. Ibrahim, "*tout ce que j'ai appris dans mon Coran.*"¹

Although Ibrahim has lived a long time in France, he is still known in the neighborhood as the "l'Arabe du coin." In

his designated role of Arab grocer, Ibrahim is polite but silent. His silent smile to his customers portrays the cautious nature of one conscious of his Otherness and suggests the grocer's awareness that, while he has been in France for many years, he still wears the label of an Arab immigrant. When Momo runs to the grocer's shop after learning that his father has taken his own life, a policeman who enters the store asks Ibrahim how long he has lived in France, the implication being that Ibrahim may be *français de sol* but not *français de souche*. At the adoption agency, the bureaucracy involved in the adoption process when one is still considered an *étranger* is overwhelming; the obvious reluctance to allow Momo's adoption to go through bespeaks of a mistrust of Ibrahim because he is not French. Finally, there is the scene with the car dealer who hesitates to accept cash payment from Ibrahim, apparently suspicious of the source of the large wad of bills. In each of these scenes, the mistrust reflects an attitude toward the Other that implies that no matter how long Ibrahim has lived in France, he will be stereotyped as the "l'Arabe du coin."

Momo appears to be a Jewish boy. He lives in a Jewish section of Paris, and he has grown up on *Rue Bleue*. His given name is Moïse. His father is a depressed Jewish lawyer who pours over his law books every night. As *le père* Schmitt does not observe his faith, Momo is a nominalist Jew. Whereas Momo's girlfriend Myriam observes Shabbat, the boy does not even bother. Being Jewish for Momo, as he explains to Monsieur Ibrahim, is nothing more than an inconvenient, tiresome label: "C'est juste un truc qui m'empêche d'être autre chose." Momo lives on the edge of the neighborhood's Jewish culture and engages in behavior not befitting an observant Jew. He breaks his piggy bank to get money to frequent prostitutes; he steals from his father and from Monsieur Ibrahim. Momo adopts the same mind set as his father every time he steals from Ibrahim's grocery: "Après tout, c'est qu'un Arabe!" The adolescent is a rather sad boy whose father has not given him any value system, except to reinforce negative stereotypes and to insist upon the virtue of thrift, an economics lesson Momo has chosen to ignore.

The problem with labeling Moïse Schmitt is a slippery one. When Momo chooses Monsieur Ibrahim to be his father, he chooses to redefine himself. The boy does not like the sad, hypercritical, legalist role-model named Schmitt, a father

who has even created an imaginary brother for Momo to model. Momo is ready to take on a set of values that have been handed down, not through the tradition of Judaism but from the "father" he has chosen to follow.

With Ibrahim as his mentor, Momo enters onto a path of self-discovery. The boy begins to smile; he eagerly listens to what the wise man has to say. As a result, Momo sheds his former label, a Jewish boy seemingly raised in the Jewish tradition, and he puts on a new identity, the adopted son of a Sufi Muslim grocer known as "l'Arabe du coin."

Since happiness is a choice, Momo chooses to follow the path of Ibrahim, and the boy finds smiles, music and dance, sunlight and blue skies, and a shiny new red convertible that takes father and son to Turkey. In Turkey, Momo discovers a new music, a new dance to give meaning to his life, a dance quite unlike the popular Madison of the 1960s, the Sufi dance of the whirling dervishes. Seeing the dervishes pray through their dancing allows Momo to free himself of his bad feelings towards his natural father. The unconditional love of Ibrahim has brought about a change in the young man. Momo's character begins to evolve in a positive fashion, except for the immature behavior he exhibits towards his mother.

Perhaps the most moving scene in the film is when Momo meets his mother who has come looking for her son. The boy hides his identity from her; his hatred for her because she abandoned him comes out in the words, "Moi, c'est Mohammed." In claiming the name "Mohammed," Momo conceals his identity of Moïse Schmitt, and he pretends to be an Other, whose name is the same as the Muslim prophet.

The curiousness of Momo's name is that the diminutive "Momo" straddles two worlds, both Jewish and Arab. If a name is way to identify, the name "Momo" encompasses both traditions.

The final scene of the film finds an adult Momo giving a small boy a lesson on stereotypes. "Je ne suis pas arabe, Momo," he tells the boy who has just stolen a can of food from his grocery store on *Rue Bleue*. Momo may be a French Jew; nonetheless, like his adopted father, Momo is known on the street as the "l'Arabe du coin."

Labels can be tricky on *Rue Bleue*, even when accurate. The derivation of the word "prostitute" comes from the Latin *pro* (in front) and *statuere* (to cause to stand), a label that suits the girls who parade themselves in front of passersby (*Le*

Petit Robert 1, 1553). Although the prostitutes may be considered typecast, as in the theater, they are still the leading ladies of *Rue Bleue*. They are "on stage" nonstop and brazenly approach men who pass by or boldly wave at them as they drive by. The street becomes their stage; their boudoirs are their hotel rooms, behind the scenes. Their potential clients watch their high heels clickety-click on the street; male shoppers pay attention to hand-held dainty purses that contain a day's earnings before deciding to go "backstage." Their clients may well share the point of view of Monsieur Ibrahim who states matter-of-factly to Momo that "[l]e Paradis est ouvert à tous."

The most challenging role for these secondary characters is for them to appear to be Other than who they really are. In reality, the *filles de joie* generally come from the working class. They are good at playing the role of a seductress. Once they have snared their client, they are all the same; it is the money up front; serving the client comes later, after the cash slips into purses. The prostitute is, when the day is done, just another working class girl, but with a difference.

When Brigitte Bardot comes to *Rue Bleue* for a film shoot, the entire street turns out to view a star who exudes sexuality. Although she plays a role where she is rather common looking, the star is stunningly beautiful in the role of a sensual woman who goes off with a well-to-do man in a shiny red convertible, every prostitute's dream.

The Dupeyron film suggests that the *filles de joie* identify with the star because in the film scene from Godard's *Le Mépris*, the leading lady is going have an affair with the handsome man in the red convertible. Sylvie, an attractive blonde streetwalker, remarks that "elle (the star) couche aussi," as if to give her approbation. The Godard film suggests to the girls that they can be the stars of *Rue Bleue* and, like Brigitte Bardot, can leave *Rue Bleue* with a rich and handsome man in a fancy car. Like Brigitte Bardot, the girls are performers who get paid for their performance. Their mistake is to fantasize, if only for a moment, that they have put on a different label. Bardot can lure men and use her sensuality to move beyond her present condition in Godard's film, but watching the scene fills the streetwalkers' minds with mistaken notions about who they are.

The final scene in the film finds an adult Momo sitting on a stool in his grocery counting change. Momo has become for the neighborhood the "l'Arabe

du coin," like his adopted father. He turns the radio on, and the Timmy Thomas song that opened the film, "Why Can't We Live Together" offers a final invitation for peoples of different ethnicities, races, and colors to live together and accept the beauty of Otherness.

The leading men and ladies of *Rue Bleue* have played their parts convincingly, either eluding convenient stereotypes like Ibrahim or Momo or embracing them like the prostitutes of *Rue Bleue*. François Dupeyron's film adaptation of Schmitt's *Monsieur Ibrahim* issues a caveat to moviegoers, namely, that labels can be problematic, except when affixed to canned goods in the "corner Arab" grocery store.

Suggested Activities for the University Level

- A. Perform one-act plays choosing key scenes in the film, for example, the pivotal scenes between Monsieur Ibrahim and Momo that take place in the grocer's shop or scene selections from their conversations together on their travels to Turkey, or Monsieur Ibrahim's final lesson to Momo.
- B. Class study of the songs of the 1960s used in the film and how the songs directly relate to events and their relevance within the film.
- C. Host a Guest Speaker Series on campus, sponsored by the French Honor Society, an interdisciplinary series where lecturers speak about various aspects of the 1960s; political, social, historical, cultural.
- D. Host an International Film Festival on campus with the title "Coming of Age" films sponsored by the Modern Language Department.

Suggested Community Activities:

- A. Invited guest speakers to participate in a Public Library Lecture Series, including a film viewing and then discussion of the World's Great Religions, Muslim, Jewish, Catholic, and Orthodox that play a part in the film.
- B. International Film Festival Focus sponsored by the Public Library on the genre "Coming of Age" cinema (see D in University Level Activities).
- C. Visits or group excursions: The film *Monsieur Ibrahim* and Two Great World Religions: Islam and Judaism. Visit to the local mosque and an invited guest speaker to give a lecture on the Muslim religion; visit to the local synagogue and an invited guest speaker to give a lecture on Judaism (this works well in larger communities or in proximity to larger communities).

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Note

¹ While it is not the purpose of this study to delve deeply into Sufi philosophy, to reconsider Momo's coming of age in relation to the Sufi path would be a rich area for future scholarly research. Ibrahim's guidance of Momo includes a spiritual dimension; as a Sufi Muslim, Ibrahim assumes to some degree the role of a murshid or spiritual guide. Since Momo seeks out or has chosen Ibrahim as his father, his guidance would include a spiritual aspect. In my opinion, the film implies, although it is not expressly stated, that one aspect of Momo's relationship to Ibrahim is that of Ibrahim's disciple or *mureed*. For more on Sufism, see works of Celia Genn and Carl Ernst indicated below.

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Only books published in 2010 may compete for the annual prizes and for the Lois Roth Award for a translation of a literary work; for biennial prizes, books published in the two preceding years are eligible. Each prize consists of a cash award and a certificate. Some prize competitions require MLA membership; authors who are not currently MLA members may become eligible to compete for these prizes by joining the association before the competition's deadline. Detailed information on the prize competitions, including the number of copies, can be found at [http://www.mla.org/resources/awards/awards_submissions/awards_competitions].

Send copies of each work, with the prize name on the mailing label and a letter confirming eligibility, to MLA Prizes, 26 Broadway, 30th floor, New York, NY 10004-1789; for more information, call 646-576-5141 or write to [awards@mla.org].

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We have not yet confirmed the scholarships that will be available for AATF members for summer 2011. As soon as the number and location of these scholarships have been finalized, information will be posted on the AATF Web site at [www.frenchteachers.org]. In recent years, we have received scholarships from the French Cultural Service, the government of Quebec, and the *Communauté française de Belgique*.

Applicants for all of the scholarships must be American citizens or permanent residents whose first language is not French. The recipients must hold a teaching position in French during 2010-2011. Preference will be given to members who have been in good standing since January 1, 2009.

Current AATF chapter presidents and members of the AATF Executive Council are not eligible. Members who have received an AATF scholarship during the past three years (2008-2010) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2011-2012.

Application forms are available on the AATF Web site [www.frenchteachers.org] Please note that AATF members applying for scholarships to France must apply through the AATF and use our forms and procedures. Applications sent directly to the French Cultural Services will be forwarded to us, and we will still need the AATF application form.

The application must be **postmarked by February 15, 2011**, to be considered.

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The American Society of the French Academic Palms (ASFAP), composed of members who have been awarded the Academic Palms by the French Ministry of Education, will bestow two student scholarships to be used for a four-week minimum study program in a French-speaking country during summer 2011. Each scholarship of \$2500 may be used to cover travel and program costs in a French program that the recipient selects. The deadline for completed applications to be received is **January 20, 2011**.

To qualify, the student must be a

junior or senior enrolled in an advanced-level high school French program or a sophomore or junior with a French major (preferred) or a French minor at a post-secondary institution. Since the application must be endorsed by a member of ASFAP before its submission, **applicants who need a reference should request this information early.** Applications and information about obtaining an endorsement by a member of ASFAP will be sent electronically upon request. Please contact Joyce Beckwith at [mmejoyb@aol.com].

AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS

An official AATF membership card is available to members. To obtain one, send a postcard to: AATF Membership Card, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. The card may help travelers to France obtain reduced entrance fees to national monuments and museums. Chapter treasurers can order cards in bulk for distribution to their members. [address@frenchteachers.org]

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This special issue on "Les Lumières, au passé et à présent," "to be published in May 2012, will be open to articles on all aspects of the Enlightenment as it relates (or no longer relates) to our present day. Multidisciplinary approaches are welcome. Relevant topics can include: Film and the Enlightenment; Women of the Enlightenment; the Enlightenment in the aftermath of Postmodernism; the Enlightenment and the "Clash of Civilizations;" the Enlightenment and Environmentalism. Articles should be scholarly but not exceedingly specialized. Authors should consult the Guide for Authors for the formatting requirements [www.wvu.edu/depts/mcl/french/FR].

Deadline for submission: **August 1, 2011.**

Send submitted articles to Edward Ousselin, Editor in Chief, *The French Review*, Western Washington University, Modern and Classical Languages, Bellingham, WA 98225-9057, e-mail: [edward.ousselin@wwu.edu].

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The on-line call for proposals for the 2011 AATF convention, to be held July 6-9 at the Delta Centre-Ville Hotel in Montreal has been posted on the AATF Web site at [www.frenchteachers.org]. Proposals will be accepted until **December 15, 2010**. All those interested in submitting a proposal should consult the AATF Web site. The theme for this year's convention is "Le Québec: culture nord-américaine, langue française."

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www.frenchteachers.org/quickfacts.doc

AATF PUBLICATIONS AVAILABLE

From the AATF Commission on Cultural Competence:

La Francophonie en Europe: le cas de la Suisse romande et de la Communauté française de Belgique. Special issue of *Dialogues et Cultures* (No. 56, 2010), journal of the *Fédération Internationale des Professeurs de Français (FIPF)*. Marie-Christine Weidmann Koop, guest editor. ISSN 0226-6881. Pp. 190. \$25. May be ordered from the AATF Materials Center or on-line store at [www.frenchteachers.org].

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 update.

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.

From the AATF Commission on French for Business and International Trade

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

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

Frost in France: An American Recycling Company Negotiates a Joint Venture in France, Maureen Maguire Lewis, 2001, 80 pp., \$30 Instructor's Book, \$42.50 Student Packet. Includes postage and handling. Contact SDSU CIBER Press [www.culturescrossing.com/docs/frost.htm].

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ADVOCACY FOR FRENCH PROGRAMS

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

- Advocacy Fact Pack for Arizona [www.utm.edu/staff/globeg/azadvocacy.html]
- Arkansas Needs French [www.arkansasfrench.org]
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- Colorado Needs French [www.colostate.edu/Depts/FLL/pdf/COLORADO.pdf]
- Idaho Needs French [www.iatlc.org/downloads/Idahofactpack.htm]
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- Indiana Needs French [www.valpo.edu/foreignlang/aatf/advocacy/placesandpeople.html]
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- Advocacy Fact Pack for Maine [www.angelfire.com/me4/aatfmaine/aatf_advocacy_fact_pack_for_main.html]
- Massachusetts Needs French [www.faculty.umb.edu/brian_thompson/maneeds.htm]
- Advocacy Fact Pack for Michigan [flabs.emich.edu/mi-aatf]
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We are offering a special two-for-one incentive to current members to recruit new members. If the current member can get two new members to join, 2011 membership will be free. The requirements are:

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If you are a teacher trainer, encourage your students who are planning a career in teaching French to join as student members. Membership forms are available on the AATF Web site [www.frenchteachers.org], or we will send membership forms to anyone who requests them.

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

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

July 6-9, 2011
Montréal



Watch for updates at:
www.frenchteachers.org

Culture nord-américaine,
langue française

STAND UP FOR FRENCH: NOW IS THE TIME

The language community has been talking about promotion and advocacy for years now. The AATF has had first a Task Force, then a Commission for the Promotion of French, since 1994. Promotion, public relations, publicity were among the reasons that we launched National French Week in 1999. It is crucially important for recruitment for French to be talked about positively in the school and community. Students are drawn to elective courses where fun, innovative things are happening, where they can actually use the language, and where their love of technology is acknowledged. This does not mean the course has to be easy. It has to be “worth” it. The Facebook generation loves communicating with their circle of “friends.” When these include their peers in a French-speaking culture, they are even more motivated to learn to use the language.

However, attracting students is not sufficient if you have unsupportive or indifferent administrators, at any level. Therefore, each of us needs to advocate for the study of French. Advocacy means educating and informing decision-makers before they need to make a decision. It means finding or creating allies who will support French. At K-12 levels, principals, counselors, superintendents should be aware of all the accomplishments of French students. If they participate in contests, travel abroad, have keypals, tutor younger students, volunteer, raise money for Haiti, get any sort of recognition related to their study of French, this should be communicated in a press release, a class newsletter, newspaper clippings, etc. These administrators should be invited to awards ceremonies, events organized by the French Club or *Société Honoraire de Français*, in-school competitions where they can serve as judges (or tasters), anywhere they can see what is going on.

Participating in local, state, or national competitions, organizing an exchange with a school in a French-speaking country, putting together a class newsletter in both languages, tutoring or teaching microunits in feeder schools, bringing in guest speakers or dignitaries, celebrating National French Week, the *Semaine de la Francophonie*, or *Mardi gras*, collaborating with teachers of other languages or disciplines—the list of potential projects is almost endless. While the actual project itself can be

pedagogical and promotional in nature, making sure decision-makers participate or are aware is advocacy. Students doing research and preparing presentations on the French-speaking world and its economic and political impact is pedagogical for them. Using their work to inform administrators is advocating for the importance of the study of French.

At the post-secondary level, department chairs and deans, provosts and presidents need to be kept apprised of French-related activities. Don't forget the campus publications office. They love human interest stories and photo ops. Organizing events, using the French Club or Pi Delta Phi, recommending students for French awards and scholarships, bringing in guest lecturers, and especially collaborating with colleagues in other departments are ways to make French visible on campus. Keep track of former students to learn what they are doing with their language skills. Invite them back to campus to speak to current students, and be sure that administrators are there. Art and music departments frequently have faculty members who are specialists in some area of French art or music. The same is true of History and Comparative Literature, not to mention Business and International Relations. Work with these departments to bring in guest speakers that appeal to a broad range of interests and make sure their French connection is highlighted.

There are literally thousands of innovative ideas that have been used successfully by colleagues across the country at all levels. Vigilance is key, and not missing any opportunity to create a positive image of French, to show that French is more than just France, to provide factual information about the economic importance of French-speaking countries in the state, and to show what students are learning and doing with the language, both during their studies and upon graduation.

Many AATF members are alone in their school or district or in very small departments. Cultivate your Francophone and Francophile colleagues so that you are not alone when a crisis strikes. Administrators looking to cut small (“underperforming”) programs are less likely to target French when they know others will stand up for the program and when the teacher and students have been regularly featured in the news, both on and off campus. Active

teachers and students are more likely to become activists in a crunch.

Parents and alumni can be important partners in the promotion of French. Schools (even high schools) have learned to keep in touch with their alumni because it is good PR to talk about the more successful students, and they can be potential donors. If you don't already have a class or departmental newsletter (electronic or paper), create one now. Students often have creative ideas for content and layout, and the teacher may only need to provide oversight.

Consult the AATF Advocacy Depot [www.utm.edu/staff/globeg/advofr.shtml] and Advocacy Wiki [<https://frenchadvocacy.wikispaces.com/>] for documents and ideas. If your state does not yet have a “Why We Need French” page (see Advocacy Depot list), contact Tennessee Bob [bobp@utm.edu] to see about creating one.

Here are some steps you can take immediately. (1) Create that newsletter. (2) Plan at least four events or classroom activities during the school year to which you can invite administrators. (3) Find at least one Francophone/Francophile colleague and work on a collaborative project this year. (4) Bring in at least one guest speaker who will talk to French classes and other students about some aspect of the French-speaking world. If you don't have funds to pay for a performer, perhaps you can find a faculty member at a nearby university, a Francophone in your community, or a veteran who might be willing to come and talk without great cost. (5) Make sure your students compete for and are recognized for at least one award this year (don't forget the AATF Outstanding Senior in French Award—see page 27). (6) If you don't already have an exchange program, make a commitment to pursue the idea so that one can be implemented next year.

Advocating after a crisis has arisen often appears more self-serving, trying to preserve one's job, and the arguments may not be taken as seriously. Advocating for French ahead of time lays the groundwork to avoid a crisis altogether, create allies in the event one can't be avoided, and educates the public that will be involved, if not in decision-making itself, then in supporting a program.

Jayne Abrate
Executive Director
[abrate@siu.edu]

AATF MATERIALS CENTER

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

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! Vive le français! Activities for the French Classroom, 75+ activities for students at all levels (122 pp.) \$20 (\$30)

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)

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

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

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

Un Calendrier perpétuel. Rev. (2006). Highlights events and people from the Francophone world. Web sites, bibliography, complete index, glossary, and brief Teacher's Guide (104 pp.). \$15 (\$18)

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

AATF FLES* COMMISSION REPORTS

FLES* Works: A World of French ('09) \$10

New Trends in FLES* ('07) \$10

Variety is the Spice of FLES* ('05) \$9

Promoting FLES* Programs ('04) \$9

French FLES* Around the World ('00) \$9

The FLES* Image: A Picture is Worth a Thousand Words! ('98) \$9

Attracting French FLES* Students ('96) \$9

Other titles: Reaching All FLES* Students ('95) \$9

FLES* Methodology I ('94) \$9

Expanding FLES* Horizons ('93) \$9

Evaluating FLES* Programs ('92) \$9

Implementing FLES* Programs ('91) \$8

Innovations in FLES* Programs ('90) \$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. [aatf@french teachers.org]. Prices valid through 12/31/10.

CALENDAR OF EVENTS

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)

(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)

(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].

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS (AAAL)

(AAAL), March 26-29, 2011, Chicago, IL. Information: Web: [www.aaal.org].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (NECTFL)

(NECTFL), April 2-4, 2011, Baltimore, MD. Information: Rebecca Kline, Executive Director, NECTFL, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; Phone: (717) 245-1977; Fax: (717) 245-1976; Email: [nectfl@dickenson.edu]; Web: [www.nectfl.edu].

LANGUAGES WITHOUT BORDERS

(LWB), April 7-9, 2011, Montreal, Quebec, Canada. Information: Canadian Association of Second Language Teachers, 300-950 Gladstone Avenue, Ottawa, Ontario K1Y 3E6; Web: [www.caslt.org].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT)

(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)

(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)

(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].

EIGHTH ANNUAL SYMPOSIUM ON BILINGUALISM

(BIL), June 15-18, 2011 Oslo, Norway. Information: Web: [www.hf.uio.no/isb8].

INTERNATIONAL SOCIETY FOR LANGUAGE STUDIES (ISLS)

(ISLS), June 23-25, 2011, Aruba. Information: Web: [www.isls-inc.org/conference.htm].

LINGUISTIC SOCIETY OF AMERICA 2011 INSTITUTE

(LSA 2011), July 5-August 5, 2011, University of Colorado-Boulder, CO. Information: Email: [lsa2011@Colorado.edu]; Web: [verbs.Colorado.edu/LSA2011]

AATF ANNUAL CONVENTION

(AATF), July 6-8, 2011, Delta Centre-Ville, Montreal, Quebec. Information: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; phone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [aatf@frenchteachers.org]; Web: [www.frenchteachers.org].

AFRICAN STUDIES ASSOCIATION (ASA) INSTITUTE

(ASA), November 17-20, 2011, Washington, DC. Information: Kimme Carlos, Annual Meeting Coordinator, Rutgers University, Douglass Campus, 132 George Street, New Brunswick, NJ 08901-1400; Phone: 732 932-8173; Fax: 732 932-3394; E-mail: [annualmeeting@africanstudies.org]; Web: [www.africanstudies.org].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL)

(ACTFL), November 18-20, 2011, Denver, CO. Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; Phone: 703 894-2900; Fax: 703 894-2905; E-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

TESTEZ VOS CONNAISSANCES SUR LE QUÉBEC

1. Qui était le premier européen à explorer le Saint Laurent et en quelle année? Pour quel commerce les Français s'intéressaient-ils à la Nouvelle France?
2. Comment est le drapeau québécois?
3. Quelle est la devise de la Belle Province?
4. Quelle est la capitale du Québec?
5. Qui est le premier ministre du Québec?
6. Qu'est-ce que c'est que "la revanche des berceaux?"
7. Qu'est-ce que c'est que "la Révolution tranquille?"
8. Quelle loi protège la langue française au Québec?
9. Quel Québécois a été le plus récemment premier ministre du Canada et en quelle année?

Les réponses se trouvent à la p. 00..

CORRIGÉ DES EXERCICES

Les activités se trouvent à la page 23.

1. Il lui ordonna de ne pas ouvrir la porte.
 2. Il me suggéra d'aller voir mon psy
 3. Vous deux, je ne veux pas que vous ressassiez les mêmes choses.
 4. Je me disais que si on m'arrêtait, on m'emprisonnerait.
 5. Dites-moi quand la bombe explosera.
1. accompagne ce malade
 2. bien que l'Etat n'ait pas donné son accord
 3. de manger des pizzas
 4. d'aller chez le médecin
 5. après avoir visité cette place
1. Produit intérieur brut
 2. Organisme génétiquement modifié
 3. Guidage par satellite
 4. Trouble obsessionnel compulsif
 5. Office des Nations Unies
1. à; 2. de; 3. pour; 4. à; 5. pour; 6. avant; 7. sans; 8. après; 9. pour; 10. de
1. emprunt; 2. son travail de deuil; 3. un chat un chat; 4. à gorge déployée; 5. fondamentaux; 6. réinsérer; 7. encourir; 8. le geste à la parole; 9. Strasbourg; 10. génériques



AATF National Bulletin (ISSN 0883-6795)
American Association of Teachers of French
Mailcode 4510
Southern Illinois University
Carbondale, IL 62901

Periodicals
Postage Paid
Carbondale, IL
62901

REMINDER: IMPORTANT DEADLINES AND DATES

December 1	Deadline for receipt of nominations for the 2010 AATF/Concordia Language Villages/French Embassy Administrator of the Year Award (see page 24)
December 15	Deadline for submissions for proposals for the 2011 AATF Convention in Montreal (see pages 14, 35) Deadline for receipt of applications to the AATF Future Leaders Fellowship Program (see page 27) Deadline for submissions for 7 th Annual International Conference on Language Teacher Education (see page 29)
January 11	Deadline for receipt of applications for ASFAP Scholarship (see page 35)
February 1	Deadline for receipt of nominations for the 2010 Dorothy Ludwig Excellence in Teaching Awards (see page 28) Deadline for receipt of nominations for the 2010 ISE Language Matters Award (see page 24)
February 14-25	National French Contest for Elementary School
February 15	Deadline for receipt of applications for AATF Summer Scholarships (see page 34)
February 21	Deadline for applications for Quebec Research Grants (see page 17)
February 28	Deadline for applications for the editorship of the <i>Modern Language Journal</i> (see page 17)
March 1-28	National French Contest for Middle and High School
July 6-9	AATF Annual Convention in Montreal (see page 29)
August 1	Deadline for submissions to the May 2012 Special Issue of the <i>French Review</i> (see page 35)

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information up on the Web site at [www.frenchteachers.org/shf]. 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 Amy Hanson who can be reached at Amy Hanson, AATF Société Honoraire de Français, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Telephone: (231) 852-4509; E-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

Note: The  symbol after a member's name in this publication means that that individual is a National Board Certified teacher. Visit [www.nbpts.org] for more information.