



1936–2010: LE GRAND CONCOURS CELEBRATES 75 YEARS

2010 will mark the 75th anniversary of the National French Contest. In 1936, the Executive Council approved a national examination to help determine the relative student achievement in the learning of French in the U.S. and to gain more attention for the AATF.

For the first ten years, the Regional Representatives were charged with developing the testing instrument for all levels in their regions. Notes were compared at the annual national meeting. In 1946, a new plan was developed with a national director to oversee the creation of a uniform test for all regions. Then the Council decided to call the event the National French Contest and to offer prizes for the top-scoring students to recognize student and teacher achievement.

The National Director originally was in charge of all aspects from writing the test to choosing prizes. The Chapter Administrators worked with teachers to enroll students. Answer sheets were hand scored and sent to the Regional Representatives for verification, and prizes were sent to Chapter, Regional, and National winners.

Sidney Teitelbaum was the longest-serving National Director. From 1969 to 2004, he worked to develop it into the event that it is today. His first Contest in 1970 welcomed 48,157 students. In 2004, that number had increased to 97,615. He encouraged teacher participation and made sure that no student who wanted to participate would be denied the opportunity. His guiding words: *Nous sommes tous des gagnants!*

Sid created the National Committee structure. There is the National Chair of Eligibility, a position held by only two people, Edward Farnsworth and currently George Diller. This Chair creates the rules for enrolling students in the various levels and divisions. He also works with the Director and teachers to create new categories to ensure that all students are able to compete fairly.

The National Chair of Test Development coordinates the committee that writes the secondary levels of the Contest. This position has been filled by five teachers, including Marie-Rose Gerdisch (21 years), Helene Sanko, and currently, Genevieve Delfosse.. This Chair works each year to create six interesting, relevant levels. The format and the content have changed over the years.

Previously, there were 80 questions per level, grammar-based with specific, challenging culture questions at the end.. The Contest has evolved to reflect current teaching methodologies. There are listening comprehension questions; rejoinders; language in context; and reading comprehension. Culture is incorporated throughout and is not tested in specific items. We also reduced the number of questions to ensure enough time to test in one hour. The Contest has become less about recognizing the single best students who could answer the hardest questions and more about recognizing good students at all schools.

In the 1970s, we became the first (and remains the only) language contest to offer a FLES (elementary school) Contest. There have been three National Chairs of FLES: Gladys Lipton, who worked with Sid to create the FLES Contest; Elizabeth Miller (18 years), and currently Jennifer Shaf. Each year, we make a special effort to reach out to FLES students. We even see names of students who participate from elementary school through high school.

There was previously a National Chair of Awards. We have awarded various prizes over the years and until 1995, we recognized only national first place with a significant prize, a trip to Concordia Language Village. Certificates were awarded in other categories. In 1996, we changed our strategy to recognize more students with a meaningful prize. We now award medals to students in the top ten ranks: a plaque (with copy to the school) for first place and books and certificates. We increased the number of students recognized with a prize from 25-50 to over 8,000 medals awarded in 2009.

The final National Committee member is the Chair of Scoring Center Operations. This relatively new position (since 1995) has been filled by only one person: Ken Tindle. Ken was instrumental in creating the process of computer scoring for the Contest: from creation of answer sheets to writing the programs used to prepare the data for distribution to the teachers. His efforts have allowed us to reach more students; we have increased our number of participants 37% by moving from hand to computer scoring.

The most important members of the Contest team are the local Chapter Contest

Administrators. They contact the local schools and invite them to participate. They take orders for materials and combine them into a composite order. They receive materials and distribute them to the schools. They receive results and prizes and prepare wonderful Chapter ceremonies. Without their efforts, the Contest would be more expensive, and it would be a less personal experience. Each year, we select two to receive the honor of Contest Administrator of the Year. In truth, they all deserve the honor every year!

The National French Contest has certainly met the goals of its creators. And it has become much more. We hear from parents who participated when they were students, who want to enroll their own children. We have teachers who took the test when they were students, who now offer it to their own students. People have called to find out more about the Contest today, after finding a certificate from their own par- (continued on next page)

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## QU'EST-CE QUE LES AMÉRICAINS ONT À FAIRE AVEC LES FRANÇAIS?

C'est le 14 juillet. Bien que j'aie l'occasion de célébrer cette fête avec des Français et des Francophiles, j'hésite à m'engager dans des embouteillages interminables causés par les habitués de nos plages. Alors je tombe dans une rêverie nostalgique de l'année où j'ai célébré le 14 sur la Place Stanislas à Nancy. À part mes souvenirs personnels, je me demande ce que cette fête signifie aux Américains qui viennent de célébrer le 4 juillet.

Au fil des ans, j'ai profité au maximum de cette fête pour souligner les liens qui existent entre la France et les États-Unis. Sans doute, un grand nombre de mes collègues ont fait les mêmes efforts que moi. Puisque la période des «Freedom Fries» est derrière nous, il est temps de reprendre ce thème et de mettre à la surface tout ce que nous partageons pour faire connaître à la nouvelle génération l'histoire Franco-Américaine qu'ils connaissent mal.

Voici quelques idées qui serviront de point de départ:

- I. Bien que je ne sois pas le genre de prof qui se sert de la traduction pour enseigner, je propose de faire faire quelques traductions.
  - a. Diviser la classe de français avancé en deux groupes. Un groupe traduit «Les Droits de l'homme et du citoyen» tandis que l'autre traduit «The Bill of Rights».
  - b. Les groupes échantent les deux documents—dont ils ont une copie dans les deux langues—après les avoir lus, chaque groupe à son tour classe les articles du document en main («Les Droits» ou «The Bill») sous les rubriques «droits» ou «devoirs».
  - c. Ensuite, la classe consulte les droits des Français et les droits des Américains pour les comparer. À cet effet, ils regroupent les articles des deux documents qui ont le même sens.
  - d. Ils répètent le même exercice et comparent les devoirs du citoyen.
  - e. Une discussion des deux documents suit basée sur ce qu'ils ont découvert.
  - f. La classe rédige les deux documents en français et en anglais courant. (S'ils ont besoin de perfectionner l'usage du subjonctif, ils peuvent s'en servir pour exprimer les idées des deux documents).
  - g. Ils préparent un grand poster qu'ils affichent dans la bibliothèque de l'école, dans leurs cours d'histoire, etc.
- II. Pour les étudiants moins avancés:
  - a. Les élèves consultent le site Web

[www.ambafrance-us.org] pour trouver des explications sur les emblèmes de la France—le drapeau, Marianne, le Coq gaulois, etc.

- b. Les élèves font des recherches sur les emblèmes de leur propre pays et font des comparaisons avec les emblèmes de la France.
- c. Les étudiants adoptent l'identité du Marquis de La Fayette, de Rochambeau, de Benjamin Franklin, de George Washington, et de Thomas Jefferson et se présentent à la classe.
- d. Ils préparent un itinéraire pour suivre les pas de ces personnages historiques.
- e. Ils suivent les trajets de ces héros durant la Guerre révolutionnaire et présentent des batailles—Brandywine, par exemple.
- f. Basé sur ce qu'ils ont découvert, ils écrivent et présentent des conversations entre ces personnages historiques.

Sensibiliser les jeunes à ce que les deux cultures partagent est essentiel et très faisable. Chaque printemps, mes étudiants de troisième et quatrième année étaient si fiers de montrer à leurs camarades qu'ils connaissaient l'histoire de la Révolution Française beaucoup mieux que ceux qui ne suivaient pas de cours de Français. Nous faisons la visite des cours d'histoire de l'Europe, au moment opportun, munis du drapeau français pour chanter «la

Marseillaise». Tout le monde, sans exception, chantait à pleine gorgée l'hymne national des Français sans se soucier du fait qu'ils chantaient très mal.

Après tout, je suis sûre que vous êtes d'accord avec moi qu'il n'y a que dix jours qui séparent la Fête d'indépendance des deux pays, mais énormément de choses qui les rapprochent l'un de l'autre.

Alice K. Cataldi

Représentante de la Région IV  
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(Le Grand Concours continued)

participation in the past. Most importantly, the Contest has become an activity that brings AATF members together. Each year, chapter members meet to make plans, pack boxes, test students, and award prizes to the next generation.

The Contest has grown from a regional test with four levels and two divisions to a national test with seven levels and five divisions. While the current Contest would be unrecognizable to the Executive Council that created it, I am certain they would be happy to see that their goals have been met and exceeded. I invite all teachers of French to participate in the National French Contest and to join our anniversary celebration! Here's to the next 75 years!

Lisa Narug

National Director

[www.frenchteachers.org/concours]

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**AATF NATIONAL BULLETIN**

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Chères et chers Collègues,

Mon mandat de présidente prendra fin le 31 décembre et c'est la dernière fois que je m'adresse à vous en tant que telle. Ces trois dernières années ont été bien remplies, principalement par la programmation de trois congrès, dont celui de Liège en 2008; l'organisation et la direction d'un séminaire de deux semaines avec bourses pour 15 de nos membres à Genève et à Liège; des actions pour la promotion du français et l'assistance aux collègues dont le programme est menacé; ma représentation de l'AATF lors de réunions, congrès et manifestations aux États-Unis, en France et au Québec; de nombreuses communications avec les services des gouvernements français, québécois, belge et suisse; et diverses actions au sein de la Fédération internationale des professeurs de français (FIPF), que je poursuivrai au moins jusqu'en 2012 dans mes fonctions de vice-présidente de la Commission Amérique du Nord de la FIPF. Ces trois années ont été très enrichissantes tant sur le plan professionnel que personnel et j'ai bien l'intention de continuer mes activités, en particulier dans les domaines de la culture et de la promotion du français.

## Congrès de l'AATF à Philadelphie, 4-7 juillet 2010

Je vous rappelle que notre prochain congrès se tiendra à Philadelphie sur le thème «La diversité francophone: passé, présent, futur». Je suis certaine que vous avez un thème de communication ou d'atelier susceptible d'intéresser vos collègues et je vous encourage vivement à envoyer une proposition d'ici le **15 décembre** à partir de notre site [[www.frenchteachers.org](http://www.frenchteachers.org)]. Le congrès aura lieu au moment de la fête nationale qui sera riche en manifestations dont vous pourrez profiter pleinement.

## La question de l'environnement en France

C'est à partir du XVII<sup>e</sup> siècle que l'on a commencé à se préoccuper de l'environnement en France lorsque Colbert a réglementé la coupe et la vente des produits forestiers. Mais c'est vraiment depuis les années 1960, et surtout avec la création d'un ministère de la Protection de la Nature et de l'Environnement en 1971, que cette question a pris de l'ampleur. La France figurait parmi les pays qui ont signé le protocole de Kyoto. On lui reproche bien de ne pas toujours appliquer les directives de l'Union européenne sur la protection de l'environnement mais, depuis quelques années, différentes mesures ont été prises pour progresser dans ce domaine. En juillet 2007, le gouvernement a lancé le Grenelle de l'environnement, avec plusieurs groupes de travail autour de différents domaines, afin de mobiliser la société dans une perspective de développement durable [[www.legrenelle-environnement.fr](http://www.legrenelle-environnement.fr)]. À partir du 1<sup>er</sup> janvier 2010, les Français devront payer la «taxe carbone» sur l'émission de dioxyde de carbone; cette mesure a pour but de modifier les comportements des entreprises et des ménages afin de limiter le réchauffement climatique. Par ailleurs, les écologistes ont fait une poussée inattendue lors des dernières élections européennes et plusieurs initiatives privées ont vu le jour ces dernières années. L'un des personnages les plus médiatisés est sans doute Nicolas Hulot, animateur de TF1, écologiste et écrivain. Il a créé la Fondation Nicolas Hulot pour la nature et l'homme [[www.fondation-nicolas-hulot.org](http://www.fondation-nicolas-hulot.org)] qui a élaboré en 2006, de concert avec le Comité de veille écologique (CVE), un «Pacte écologique» [[www.pacte-ecologique.org/agissez/jesigne.php](http://www.pacte-ecologique.org/agissez/jesigne.php)] que les candidats aux élections présidentielles de 2007 ont été invités à signer. Nicolas Hulot vient de produire le film *Le Syndrome du Titanic* qui dénonce les dérives de l'hyperconsommation et du capitalisme.

## Site «Langue française» de TV5 Monde

Certains de nos membres reçoivent TV5 Monde dans leur établissement scolaire/universitaire ou à leur domicile. Si vous n'y avez pas encore accès, vous pouvez vous rendre sur le site de cette chaîne qui propose des séquences télévisées et de nombreux dossiers. Je vous signale plus particulièrement la section «Langue française» [[www.tv5.org/TV5Site/If/langue\\_francaise.php](http://www.tv5.org/TV5Site/If/langue_francaise.php)] qui représente un outil précieux pour tous les professeurs de français langue étrangère (FLE). Le dictionnaire multifonctions offre les rubriques suivantes : définitions de mots, conjugaisons de verbes, synonymes, effets de style,

traduction anglais-français et français-anglais. On peut y revoir les émissions «Merci professeur», animées par Bernard Cerquiglini, et accéder à toutes sortes de jeux de lettres et aux fameuses dictées de Bernard Pivot. Cette section propose également une rubrique sur la littérature et l'on peut y visionner les pièces de théâtre diffusées récemment sur TV5.

## Les 100 ans de l'équipe Les Canadiens

Le hockey sur glace est une véritable institution au Québec où il est le sport national et la célèbre équipe des Canadiens fête cette année son 100<sup>e</sup> anniversaire [<http://canadiens.nhl.com>]. Créée le 4 décembre 1909, peu après la fondation de l'Association nationale de hockey, elle prit le nom de «Canadiens» pour affirmer son identité française (les Canadiens anglophones se considérant comme des «Anglais») et adopta les couleurs du drapeau tricolore français (bleu, blanc, rouge). Considérée comme la plus ancienne équipe de hockey en activité, elle s'est illustrée par ses nombreuses victoires, dont 24 coupes Stanley, un véritable record. Parmi les joueurs qui se sont distingués, on se souvient de Maurice Richard, surnommé le «Rocket» et décédé en 2000, qui a dominé son époque en marquant un total de 544 buts. On peut lire à ce sujet un article de France Lemoine sur le site du magazine *Le Français dans le monde* [[www.fdlm.org/fle/article/365/canadiens.php](http://www.fdlm.org/fle/article/365/canadiens.php)] et visionner un vidéoclip sur le centenaire de l'équipe [[www.youtube.com/watch?v=ol\\_l-k\\_zzI](http://www.youtube.com/watch?v=ol_l-k_zzI)].

Avant de conclure, je voudrais avoir une pensée pour notre collègue **Renée White** qui nous a quittés le 1<sup>er</sup> septembre après une longue maladie. Renée était connue à l'échelle nationale pour ses publications et ses activités dans le cadre d'*Advanced Placement (AP)*. Nombreux sont les collègues qui avaient travaillé avec elle ou suivi ses ateliers AP. C'est avec beaucoup d'émotion que notre chapitre du Nord du Texas (Dallas-Fort Worth) lui a rendu hommage lors de sa réunion du 3 octobre. Nous n'oublierons pas son humour, sa gentillesse et son beau sourire.

Je resterai en contact avec vous dans ma colonne de la Commission sur la compétence culturelle. Je passe maintenant le relais à ma collègue Ann Sunderland, notre nouvelle présidente, et je vous donne rendez-vous à notre congrès de Philadelphie en juillet prochain.

Bien cordialement,

Marie-Christine Koop  
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**SOCIÉTÉ HONORAIRE DE FRANÇAIS**

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

Information is available from H. Todd Knox, Executive Secretary SHF, 500 Montaigne Drive, Lafayette, LA 70506-6308; E-mail: [hntk0718@louisiana.edu] or from the AATF Web site at [www.frenchteachers.org].

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**FRENCH REVIEW NOW AVAILABLE ON LINE**

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

Eligible participants can search and browse the full-text of the back run, excluding the most recent 3 years. Readers can explore the rich tradition of the journals. For a list of institutions who participate in J-STOR, please visit [www.jstor.org/about/participants\_na.html]. The *French Review* will soon be available via the J-STOR Web site to individual researchers who don't have access to a subscribing library.

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

# 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 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 envoyer le *National Bulletin* 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 du bureau national. Les frais de poste pour un seul numéro montent à plus d'un dollar, sans compter l'enveloppe et le temps nécessaire pour préparer chaque envoi. Bref, c'est 4 ou 5 fois plus cher d'envoyer un *Bulletin* après l'envoi initial. C'est plus cher pour la *French Review* également, mais le coût ne fait que doubler pour un journal.

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%. Si vous recrutez trois nouveaux membres, vous aurez votre cotisation gratuite pour un an (voir page 27). Nous vous demandons de nous envoyer les noms de tous ceux qui travaillent dans l'enseignement du français que vous connaissez. Vous pouvez aller directement ici [[www.frenchteachers.org/Recruitment\\_Form.htm](http://www.frenchteachers.org/Recruitment_Form.htm)] pour communiquer les renseignements. Nous essayerons de les recruter pour devenir membres de l'AATF. Envoyez-nous les programmes des congrès auxquels vous assistez où il y a des intervenants qui parlent du français. Si vous avez accès à des listes locales ou régionales, envoyez-nous-les [[staff@frenchteachers.org](mailto:staff@frenchteachers.org)]. Nous vérifierons s'ils sont déjà membres et sinon nous communiquerons directement avec eux.

## Calendrier francophone

Cette année l'AATF a produit un calendrier francophone grâce aux photos contribuées par nos membres qui sont de grands voyageurs. 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 2010, par notre *On-Line Store* [[www.frenchteachers.org](http://www.frenchteachers.org)] ou en utilisant le formulaire (31). Pensez-y aussi pour des cadeaux ou prix. Si vous avez des photos à contribuer pour de futures éditions, communiquez avec

moi à [[abrate@siu.edu](mailto:abrate@siu.edu)].

## Campagne publicitaire

La campagne publicitaire, *The World Speaks French*, que nous entreprenons avec l'Ambassade de France, est bien lancée. Des dépliants et affiches sont disponibles sur le site Web. Visitez le stand de l'AATF et de l'Ambassade au congrès d'ACTFL et aux congrès régionaux pour voir les nouveaux documents.

## Grand Concours

Si vous enseignez au niveau primaire ou secondaire, je vous invite tous à inscrire vos élèves au Grand Concours 2010. Sous la direction de Lisa Narug, le concours a atteint des niveaux records d'inscriptions, plus de 100.000 depuis 5 ans. Aidez-nous à dépasser ce total en 2009. (Voir l'article en couverture.)

## Congrès de Philadelphie

Nous pourrions bientôt annoncer tous les dispositifs du congrès de Philadelphie (voir page 32). Vous pouvez toujours soumettre des propositions pour des sessions ou des ateliers jusqu'au 15 décembre [[www.frenchteachers.org](http://www.frenchteachers.org)]. Nous espérons tout afficher sur le site Web en janvier. Le formulaire d'inscription sera affiché sur le site, inclus dans le *Bulletin* du mois d'avril et vous pourrez aussi vous inscrire en ligne à partir du mois de mars. 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 au berceau de la liberté.

## Small Grants

En 2010, l'AATF offrira 10.000\$ en subventions aux membres et aux chapitres qui proposent des projets innovateurs pour la promotion et l'enseignement du français. La date limite pour les *Small Grants* (5000\$) sera le 1<sup>er</sup> mars 2010 (voir pages 13). Les subventions pour la Semaine du Français 2010 seront annoncées dans le *Bulletin* du mois d'avril.

Profitez de tout ce que l'AATF vous 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 vigilant 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  
[[abrate@siu.edu](mailto:abrate@siu.edu)]

## AATF OUTSTANDING SENIOR IN FRENCH AWARD EXTENDED TO THE COLLEGE LEVEL

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

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

To qualify for the award, a student must:

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

Only one student per school per year will be accepted.

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

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

## JNCL/NCLIS EXECUTIVE SUMMARY SEPTEMBER 2009

A new provision in the Higher Education Act (HEA) from Rep. Rush Holt's (D-NJ) International Education Leadership Act established a Deputy Assistant Secretary of International and Foreign Language Education who will be officially appointed soon. During JNCL-NCLIS' Legislative Day, Senator Daniel Akaka (D-HI) introduced the National Foreign Language Coordination Council Act of 2009 (S. 1010), which was streamlined and made more inclusive of language community input.

The Foreign Language Education Partnership Program Act will soon be reintroduced by Rep. Holt after extensive discussions with the language community. As part of the reauthorization of the Elementary and Secondary Education Act (ESEA), this bill may be considered as a new Part II of the Foreign Language Assistance Program (FLAP). The bill has been endorsed by over 70 international, language, and education associations. Fifteen bills have been introduced in the 111<sup>th</sup> Congress dealing with languages and language education including a number of English as the Official Language bills.

The Administration and both the House and Senate Committees have provided appropriations requests. Please see the JNCL-NCLIS Web site [www.languagepolicy.org] for details of the over four dozen federal programs whose funding we track. Regarding major programs, the President and the House would level-fund FLAP. The Senate would increase FLAP to \$28 million. Civic Education (including exchanges) was eliminated by the President, level-funded in the Senate, and increased to \$35 million in the House. The President and the Senate essentially level-funded Foreign Languages and International Studies in Higher Education, but the House would increase these programs by almost \$10 million. NEH would be funded by the Administration at \$171.3 million, the House at \$170 million, and the Senate at \$161.3 million. All are increases. Education and Cultural affairs would be funded at \$633.2 million, \$600 million, and \$635.2 million respectively. These are all sizable increases.

JNCL-NCLIS' Executive Director J. David Edwards contacted and met with numerous government officials in the Department of Education, Department of Defense, State, State, Homeland Security, and the Intelligence Community to discuss program administration and policies.

JNCL-NCLIS' staff drafted and suggested questions regarding languages and international education for the Secretary of Education in Congressional hearings.

Based on the deliberations of a breakout session at the annual JNCL-NCLIS Delegate Assembly, a working group drafted and distributed for input a policy paper on "Foreign Language Strategies, Objectives and Goals." The final paper was distributed to our networks, including policy makers.

Working with a talented summer intern, the staff created, developed, and distributed a "Public Advocacy Workshop and Simulation." (Please see the JNCL-NCLIS Web site). The simulation by Phyllis Thompson (Texas Foreign Language Association), Sharon Rapp (Arkansas Foreign Language Teachers Association), and Rep. Holt's Legislative Director, Chris Gaston is intended to be used by member associations and their members. Photo provide a primer for next year's Legislative Day.

JNCL-NCLIS' staff continues to research, consult, and seek information regarding the new Administration's Education Economic Stimulus Package and the Race to the Top Fund. Foreign language programs and teachers eliminated by budget cuts are eligible to be replaced under stimulus funds for State Aid to Schools/Critical Needs (\$53.6 billion) and Title I (\$13 billion). In the Pell Grant provisions (\$15.6 billion), the increased support for Junior and Senior Foreign Language majors should be in consideration. Also, foreign languages qualify for support under technology (\$900 million) and teacher quality (\$400 million).

JNCL-NCLIS' staff sent numerous mailings and alerts urging our members to act on the Education Economic Stimulus funds in the \$5 billion for the Secretary's discretionary Race to the Top program. The language community was encouraged to take responsibility for ensuring that language and international education are a key element in what the President and Secretary consider a major reform in American education by commenting on the need to include languages as a priority for reform. This did not endorse, however, other provisions included in the Race to the Top.

JNCL-NCLIS' staff consulted with the Coalition for International Education to produce two videos commemorating the 50th anniversary of the National Defense Education Act (Title VI/Fulbright/Hays). The first video was part of a program on Capitol Hill for the anniversary attended by Members of Congress and staff and was also previewed at the JNCL-NCLIS Delegate Assembly. Both videos are now available at [www.usglobalcompetence.org/].

New members of the Administration and Congress were researched, and in a number of instances contacted, to determine their

interest and support for language (including ESL and ELL) and international education.

Finally, over the summer the Executive Director researched and compiled past JNCL-NCLIS documents, policy statements, articles, summaries, alerts, and other materials to create a rough JNCL-NCLIS archive, which remains to be organized by date or subject.

J. David Edwards  
JNCL-NCLIS Executive Director  
[info@languagepolicy.org]

### FRENCH ADVOCACY IN A NUTSHELL

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

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

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

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

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

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

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

**VISIT THE JNCL WEB SITE**  
**www.languagepolicy.org**

# REGIONAL REPORTS

## REGION II: NEW ENGLAND

This year's exciting news is that the Vermont Chapter has joined with the Western Massachusetts Chapter. Vermont members may continue to register their students for *Le Grand Concours* with the New Hampshire Chapter, as some have done for the past several years, or they may now register with the Western Massachusetts Chapter. Meetings will be held at the fall MaFLA Conference and at Mt. Holyoke College and Williams College in the spring on a rotating basis. Hopefully, this collaboration will lead to more professional development opportunities for members and more jointly-sponsored activities for students. Another noteworthy item is the emergence of the Rhode Island Chapter, which has burst on the scene thanks to the leadership of its dynamic young President, Michael Hébert. Rhode Island will host the next Regional Conference in Providence which is scheduled for fall 2011.

Although it was disappointing to see so few members of Region II at the San Jose AATF Convention, it was understandable considering the distance and current economic situation. However, the next two conventions will be easily accessible for all New Englanders, and we are expecting a large turnout in Philadelphia in 2010 and in Montreal in 2011. With that in mind, Region II members are encouraged to submit individual or group session proposals for Philadelphia by December 15, 2009.

The region was well-represented in *le Grand Concours*. Three hundred teachers from the six New England chapters had students who placed in the top ten nationally. New Hampshire's Jim Lambert won the National French Contest Administrator of the Year Award. Eastern Massachusetts Chapter Contest Administrator, Janet Wohlers, is to be congratulated as well for leading her chapter to place first nationally in enrollment.

Regretfully, the French Consul in Boston, Monsieur François Gauthier left in mid-July for a new post, as did *Attachée culturelle* Brigitte Bouvier. However, our Educational *Attachée*, Samantha André, will be at the French Cultural Service through 2009.

It's great to be back!

Submitted by Joyce Beckwith  
Region II Representative

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## REGION III: NEW YORK STATE

*Le Grand Concours* is our most popular regional activity. Participation continues to be strong and is growing. Lisa Narug provides wonderful support from contest headquarters. This year, Western New York Chapter member Catherine Lochtefeld was named Outstanding National French Contest

Administrator. The Central New York Chapter has experimented with a less formal awards ceremony. In an attempt to increase parental attendance, a pizza, salad, and wings party was held on a school night. The Rochester Chapter reported an increase in participation as the contest is supported quite well in suburban districts, some of whom do special assemblies for the event. The Hudson Valley Chapter reports that long time officer Robert J. Ludwig has retired from administering the *le Grand Concours*, and the Chapter has elected new officers: President: Luci Bianchi, Secretary-Treasurer: Mark Newman, and National French Contest Administrator: Susan Williams.

In most chapters National French Week is an important activity. The Western New York Chapter organizes many activities. This year members participated in historical re-enactments at the *Fort du Portage* and hosted Belgian guests at French and Indian War re-enactments at Old Fort Niagara. The *Pays du Nord* Chapter was fortunate to have held three Josée Vachon concerts. The *Pays du Nord* Chapter has also participated in a number of historical events during the Samuel de Chaplain Quadricentennial celebration. Last year's National French Week's winning posters and essays have been displayed at various locations around the state. *Pays du Nord* Chapter member Miriam Worthington's students received significant local newspaper coverage for a translation of Samuel de Champlain's will.

While few Region III chapters have a Web site, Central New York member Roseann Lorefice has re-created the newsletter; *Le Cocorico*, adding color, more pictures, and a variety of articles. It is really a work of art!

Dr. Bill White, Buffalo State College, collaborated with the Western New York Chapter and organized a series of workshops on Methodology, Input Processing, and Integrating Culture into the Second Language Classroom. Central New York's fall Workshop was presented by Eileen Angelini, who showed *La France Divisée*. The participants viewed the oral testimony of the Holocaust survivors and received ideas on how to best incorporate this documentary into the French classroom as well as into other subject areas. The spring workshop featured Alice Manning and Georgette Schmidt's presentation, "Haiti: Too Little Known, Too Long Ignored." Their presentation included a CD of pictures accompanied by short stories, activities, and recipes to celebrate Haitian culture.

A number of chapters have organized weekly or monthly after school get-togethers.

Central New York Chapter members meet monthly in Syracuse, and *Pays du Nord* members meet regularly in Potsdam and Plattsburgh. These meetings are often attended by French-speaking community members.

*Pays du Nord* Chapter member Miriam Worthington's students won first place and other prizes in the national essay contest on the European Union sponsored by the French Embassy. Western New York Chapter members Georgette Schmidt and Alice Manning were honored when their workshop, "Haiti: Too Little Known, Too Long Ignored," was designated as the best of show for 2008 at the New York State Association of Foreign Language Teachers conference.

Under the direction of Regional Representative David Graham, the region received a \$1000 grant from New York State as well as a \$500 grant from Quebec Government to republish the book *J'aime New York: A Bilingual Guide to the French Heritage of New York State*. All New York State chapters have been approached for contributions. In July Region III received notification that a grant application of \$10,000 has been approved by the Lake Champlain Basin Program. In August word was received that the book will be published in early 2010 by the State of New York University Press.

On personal note, as I leave office, many of the concerns that I had when I began still exist. It is difficult to find teachers willing to be responsible for an activity during National French Week. Many young teachers are not joining the AATF. New ways need to be found to meet the wishes of today's teachers. There is also a need for certified teachers and staff development for current teachers in the region. Most importantly, the AATF, its chapters, and its teachers need to be continually vigilant in order to preserve French programs.

It has been my great pleasure to serve the region for the last six years. The AATF is a wonderful organization that has much to offer. It was my pleasure to represent its members. *Vive le Québec! Vive le français!*

Submitted by David Graham  
Region III Representative  
[mrquebec@gmail.com]

## REGION IV: MID-ATLANTIC

Region IV, like other regions in the country, has suffered the woes caused by the economic downturn as well as the threats posed by other languages to French programs. Shrinking budgets and insecure prospects for the future, however, have not dampened the spirit or the creativity of our colleagues in the field. My many visits to chapters and the communications I have

received attest to the enthusiasm and the resilience of teachers in the area.

One obvious indication of the teachers' hard work is their participation in the *Grand Concours*. For the past five years, we have held first place in the number of participants. Naturally, the credit goes to all those involved in the process, but in particular to the Contest Administrators who spend endless hours to make it a success. This year, thanks go to Joyce Strojny, Charlene Lambert, Lorna Wingate, Tammy Wubbenhorst, Marlene Manela, Virginie Gournet, Margaret Corgan, Sister Mary Helen Kashuba, Bonnie Youngs, Janice Botterbusch, Ainslee McLees, Deborah Bartle, and Laura Walker who not only were responsible for the Contest in their respective chapters, but also planned the awards ceremonies.

This spring, I attended two awards ceremonies that use different approaches to highlight students' accomplishments, build community support, and make French highly visible. Sister Mary Helen Kashuba of the Philadelphia Chapter organizes what might be considered a traditional event with music, the singing of national anthems, and awarding prizes on stage to a room filled with proud parents and beaming students. The Maryland Chapter, on the other hand, uses a different approach. Students and their families—siblings, grandparents, and friends—attend a luncheon. The Chapter covers the cost of the luncheon for the students who won national or regional awards, while other attendees pay for their own lunch. Lorna Wingate, the National French Contest Administrator, has organized the luncheon for many years. There is a sense of community that has developed among teachers, parents, students, and the restaurant personnel as well. All involved seem to look forward to this activity.

Limited resources did not hinder the Delaware Chapter from planning a highly successful Immersion Weekend. Held at the University of Delaware Virden Center, a retreat by the shore, it brought together over forty experienced, in-service teachers, and teaching assistants. This talented group benefitted from the presence and expertise of Catherine Pétilion of the French Embassy and her assistant, Jonathan Beaulieu, who instructed, informed, and encouraged the participants. The cost for this activity was met with the registration fee and funding from the Delaware Chapter. For further details on this activity, contact Alice Cataldi at [acataldi@udel.edu].

The Foreign Language Association of Virginia (FLAVA) conference was yet another example of making the most of available resources in these challenging times. Thanks to the efforts of Virginia Chapter Co-President Amy DeGraff, there were eleven French

sessions. This is a perfect model of collaborative efforts that yield maximum results. This conference is planned and funded by teachers without any support from state agencies. *Chapeau* to all involved! *Un grand merci à Amy!*

The New Jersey Chapter, led by Marie-Laure Hoffman and Viviane Levy, pioneered an alternative to the AP Literature exam that saw its demise this year. *Bravo* to the high schools, colleges, and universities that teamed up to form partnerships in order to offer challenging opportunities to advanced students of French. This is yet another innovative approach that attests to the determination and creativity of teachers of French. Jolene Lichtenwalner, Chapter Treasurer for 25 years, exemplifies the dedication of the members. She finally gave up her responsibilities only to join her husband in Spain. *Merci Jolene!*

The members of Region IV are very active. The larger chapters, having more resources, offer numerous professional development activities, while the smaller chapters focus most of their resources on the *Grand Concours*. AATF members are there whenever their presence is needed. The Region was very well represented at the French Embassy for the "I speak, therefore I am" Forum sponsored by the Embassy on the occasion of France's presidency of the European Union. AATF members were also present in full force at the Philadelphia Arts Alliance where Joanne Silver was decorated *Chevalier dans l'Ordre des Palmes académiques* by the Ambassador himself, his Excellency Pierre Vimont. We are proud to be members of the AATF family!

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

## ON-LINE FRENCH COURSES

The AATF would like to gather information about which colleges and universities offer French courses on-line. If you offer such a course, please send the following information to Lara Lomicka (Telematics and New Technologies Commission Chair) at [lomicka@sc.edu]:

1. Name of institution
2. Name(s) of course(s)
3. On-line since (date)
4. URL of the course
5. Any additional, useful information

We will compile the results and add them to the AATF Web site, making them accessible to all members.

## SPECIAL SUBSCRIPTION OFFER TO LE FRANÇAIS DANS LE MONDE CONTINUED

The special offer for AATF members to subscribe to *Le Français dans le monde* has been continued. The review is now the official publication of the *Fédération internationale des professeurs de français* (FIPF) and is published by CLE International. The AATF has negotiated a special subscription rate for AATF members. Each year more than 500 AATF members have taken advantage of this special offer.

Members have two subscription options. For a yearly subscription payment of \$64, you can receive six issues of *Le Français dans le monde* plus two accompanying CDs as well as two special issues of *Francophonie* (a savings of \$76 over regular subscription rates). For a yearly subscription payment of \$74, you can again receive six issues of *Le Français dans le monde* with two accompanying CDs, two special issues of *Francophonie*, and, in addition, two issues of the more research oriented *Didactique "Recherches et Applications"* (a savings of \$79 over regular subscription rates).

To facilitate the process, AATF members may pay the AATF at the same time they make their annual dues payment, and we will handle the transfer to CLE International. Subscriptions may be obtained by filling out the appropriate space on your 2010 dues renewal invoice which was mailed to all AATF members in early October. Those who subscribed for 2009 may renew their subscription in the same way. It can take several weeks to process these subscriptions. Therefore, it is important to send your renewals as early as possible.

Consult the Web site at [www.fdlm.org] for more information. We hope that many AATF members will take advantage of this opportunity to receive *Le Français dans le monde* at a 40% savings. Please note that subscriptions will not be accepted after May 31 for any given calendar year.

To communicate address changes, contact [fdlm@fdlm.org].

## REMINDER TO FDLM SUBSCRIBERS

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on page 20 to notify the AATF or send an e-mail to [address@frenchteachers.org], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].



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## **FUN WITH A GIANT CROSSWORD**

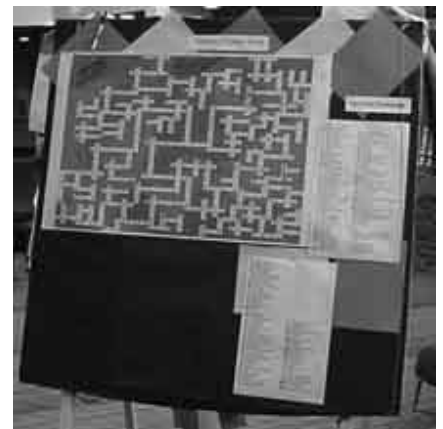
The AATF has prepared a crossword puzzle and activity packet that can be used during National French Week or at any time. This activity is designed to promote French via English-language crossword puzzles.

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

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

Jayne Abrate  
[abrate@siu.edu]

Jacqueline Thomas  
[j-thomas@tamuk.edu]



Display at Central College, Pella, IA.

# AATF NATIONAL COMMISSIONS

## Commission on Advocacy

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## Commission on Articulation

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## Commission on Cultural Competence

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## FLES\* Commission

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## Commission on French for Business and Economic Purposes

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## Commission for the Promotion of French

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## Commission on Student Standards

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## Commission on Telematics and New Technologies

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## Commission on Universities

**Patricia Cummins, Chair**

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## 2010 SUMMER SCHOLARSHIPS FOR HIGH SCHOOL AND COLLEGE FRENCH STUDENTS

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 2010. 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, 2010**. 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, teachers and 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 [mmejyb@aol.com].

## ADVOCACY FOR FRENCH PROGRAMS

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

### Template Sites for State French Advocacy

- Advocacy Fact Pack for Arizona [www.utm.edu/staff/globeg/azadvocacy.html]
- Arkansas Needs French [www.rogers.k12.ar.us/users/bgilmer/arkfrench.html]
- California Needs French [www.usfca.edu/artscience/californianeedsfrench]
- Colorado Needs French [www.colostate.edu/Depts/FLL/pdf/COLORADO.pdf]
- Idaho Needs French [www.iatlc.org/downloads/Idahofactpack.htm]
- Illinois Needs French [www.aatf-chicnorthil.org/Advocacy.htm]
- Indiana Needs French [www.valpo.edu/foreignlang/aatf/advocacy/placesandpeople.html]
- Kansas Needs French [kfla.lawrence.com/aatfactpack.htm]

- Kentucky Needs French [www.french.kwla-online.org]
- Louisiana Needs French [www.utm.edu/staff/globeg/louisiana.html]
- Advocacy Fact Pack for Maine [www.angelfire.com/me4/aatfmaine/aatf\_advocacy\_fact\_pack\_for\_main.html]
- Massachusetts Needs French [www.faculty.umb.edu/brian\_thompson/maneeds.htm]
- Advocacy Fact Pack for Michigan [flabs.emich.edu/mi-aatf]
- Minnesota French Facts [www.mnaatf.org/1d.htm]
- Missouri French Facts [flamnet.org/MOFrench.doc]
- New Jersey [www.utm.edu/staff/globeg/newjersey.html]
- New York Needs French [www.utm.edu/staff/globeg/nyadvocat.html]
- Advocacy Page for North Carolina [www.ncaatf.org/advocacy.html]
- Advocacy Fact Pack for Ohio [www3.uakron.edu/modlang/aatf/ohiofrench.html]
- Tennessee Needs French [www.utm.edu/staff/globeg/frtnadvoc.shtml]
- AATF Advocacy Fact Pack for Vermont [www.vfla.org/VERMONT.htm]
- Wisconsin Needs French [www.uwm.edu/~alkhas/win french/index.htm]

# CHAPTER NEWS

## CENTRAL PENNSYLVANIA

- At a meeting at Bloomsburg University, the issue of encouraging the participation of members in the chapter was discussed. A meeting was planned for fall 2009 for the purpose of electing officers for three years. However, not enough people indicated they would attend the fall meeting to elect new officers. Gilbert Darbouze is Acting President for the 2009, while Nathalie Cornelius continues as Vice-President and Peggy Schmouder continues to serve as Secretary-Treasurer for one more year.
- Some chapter members attended a colloquium "Dynamic Assessment: A New Way of Integrating Classroom-based Assessment with Teaching and Learning," presented by Matthew E. Pehner of Penn State University. The colloquium was organized by Luke Springman, Head of the Language Department at Bloomsburg University.  
Submitted by Alice Cataldi  
Region IV Representative

## CONNECTICUT

- Fall meeting was held at the Hopkins School in New Haven with Howard Scherry speaking on St-Exupéry. A reception followed.
- National French Week: Quebec musicians *Les Chauffeurs à pied* entertained more than 800 students.
- Spring meeting was held in New Haven where Catherine Labo, Associate Professor at Yale University, spoke on "La BD Francophone."
- Chapter's Awards Ceremony and reception honored *Grand Concours* participants who placed in the top ten nationally and top five in the state as well as the two senior scholarship winners who received \$500 each.
- Thanks to Genevieve Brand who is retiring from the post as National French Contest Administrator.  
Submitted by Joyce Beckwith  
Region II Representative

## DELAWARE

- New officers are: Lea Wainwright, President, and Debbie Supplee, Secretary-Treasurer.
- A Memorandum of Understanding (MOU) between the State of Delaware and the *Académie de Créteil* was signed and has generated several student group visits and communication between teachers, with additional exchanges being planned for the future.
- As a result of the MOU, the Chapter has welcomed a teacher from France

through the Jules Verne Program.

- Another initiative was an Immersion Weekend for teachers.
- Thanks to Charlene Lambert and Joyce Strojny, National French Contest Administrators, students participated in a successful *Grand Concours*.
- Joyce Strojny was named Teacher of the Year by the Delaware Council for the Teaching of Foreign Languages.  
Submitted by Alice Cataldi  
Region IV Representative

## EASTERN MASSACHUSETTS

- National French Week: Jean-Marie Hummel and Liselotte Hamm from Strasbourg toured the state performing at many schools and at the MaFLA Conference.
- The AATF and the French Cultural Service co-sponsored a full-day Immersion on Haitian Art, Literature, and Culture.
- *La Semaine de la Francophonie* was a week-long celebration of film festivals, restaurant events, reception, lectures, and concerts.
- The Chapter collaborated with MaFLA on a full-day immersion at Lasell College on the theme "Métissages culturels et politiques," where professors from several universities presented.
- Again with MaFLA, the Chapter sponsored a three-day Immersion at Lasell College with twenty teachers participating. Among the presenters were Aurélie Kamdem, Wellesley High School, who gave a three-hour presentation on the culture and traditions of Cameroon; Isabelle Kaplan, who gave a session on "Auto-apprentissage du vocabulaire;" Jean-Pierre Berwald, who demonstrated how to teach grammar lessons using PowerPoint; and Lethuy Hoang, Springfield College, who spoke on tolerance and diversity in present-day France.
- The Chapter is already planning a full-day French Immersion program at the French Library during the 2010 ACTFL Convention in Boston.  
Submitted by Joyce Beckwith  
Region II Representative

## LEHIGH VALLEY

- Virginie Gournet continues to serve as President and National French Contest Administrator.
- The Awards Ceremony for the *Grand Concours* was followed by a concert by Josée Vachon.

Submitted by Virginie Gournet  
Chapter President

## MARYLAND

- Many schools and colleges applied for grants from the Chapter for celebrating National French Week: Robert Goddard French Immersion School, the Bullis School, Magruder High School, Richard Montgomery High School, Winston Churchill High School, Loyola College, McDaniel College, Morgan State University, and Salisbury University.
- Four Maryland students participated in the National French Week Poster Contest.
- National French Contest: 2600 registrants; the awards luncheon celebrated the achievements of the students who placed 1<sup>st</sup> or 2<sup>nd</sup>. It was impossible to celebrate those who were in 3<sup>rd</sup> place as there were so many winners. Students from the chapter earned 363 national medals for levels 01-5 and 157 FLES\* medals.  
Submitted by Karen Campbell Kuebler  
Chapter President

## NEW JERSEY

Ce chapitre continue à présenter des animations variées:

- Atelier d'automne: thème: «Technologies faciles à intégrer dans la classe de français avec les Ipod, Blogs et applications et pratiques immédiates sur Internet».
- Atelier du printemps: partenariat entre le chapitre et l'Université Seton Hall *Project Acceleration* qui permettra aux professeurs de lycée de travailler étroitement avec le Département de français de Seton Hall afin que les élèves de lycée puissent obtenir six crédits universitaires pour la classe avancée de français. Cette initiative remplacera la classe de AP littérature ou même AP langue. Pour renseignements, contacter Peter Hynes, Seton Hall University; e-mail: [hynespet@shu.edu]; Web: [http://artsci.shu.edu/projectacceleration].
- Pour conclure l'atelier du printemps, Jennifer Nelson, boursière du Québec 2008, a offert une présentation PowerPoint sur le programme et ses activités au Québec.
- La Semaine du Français: deux concerts de Josée Vachon pour une douzaine de lycées et plus de mille étudiants.
- L'excursion annuelle de décembre a eu lieu au Musée d'Art de Newark pour apprécier l'exposition «Paths to

Impressionism».

- Quelques membres à l'honneur: Laurie Parker, institutrice à *Princeton Day School* a gagné une bourse d'études en France; Tammy Wubbenhorst a reçu le prix de *National French Contest Administrator* de 2008; en plus, Tammy a présenté une conférence sur Le Grand Concours à ACTFL;
- Le Grand Concours: le chapitre est sorti troisième avec 4281 participants dont 410 médaillés au niveau national.
- *La Remise des Prix*, organisée par Tammy Wubbenhorst, Marlene Manela, et Marie-Laure Hoffman à Rutgers University avec la participation de James Swenson et d'Isabelle Darnis-Wilhelm, Consul honoraire de France, et Annie Le, Attachée éducative du Québec, et Cheri Quinlan du Département des langues auprès du Département d'éducation dans l'état de New Jersey, a eu lieu à Rutgers au mois de mai.

Submitted by Viviane Lévy  
Co-présidente du chapitre

#### **NORTHEASTERN PENNSYLVANIA**

- The National French Contest is the Chapter's primary activity. There were 354 registrants for the secondary exam and 34 for FLES. Including FLES, there were 59 winners who each received a certificate and a trophy at the annual awards dinner at Kings College. In addition, there were 24 national winners who received their certificates and medals. The dinner was attended by 125 guests: winners, parents, and French teachers. The program is always entirely in French. The speaker was a Kings College student who is majoring in French and who intends to become a teacher of French.
- New officers were announced at the dinner: Margaret Corgan was re-elected President and National French Contest Administrator, and Mollie Farmer was re-elected Vice-President, each for a two-year term.

Submitted by Margaret Corgan  
Chapter President

#### **NORTHERN VIRGINIA-WASHINGTON, DC**

- A fall organizational meeting was held where plans for the chapter's activities were made. Ideas were exchanged for National French Week, and two possible activities were discussed: (1) a visit to the Delfosse vineyard near Charlottesville and (2) a wine tasting in Arlington. In addition, the Chapter discussed reaching out to area French teachers to involve

more of them in the AATF.

- Chapter officers are: President Margaret Ann Kassen; Vice-President Genevieve Delfosse; Treasurer Vonnique VanWay; National French Contest Administrator Laura Walker.
- Fall Newsletter: the President continues to update the membership list and the newsletter with announcements, news about members, local AATF internship recipients.
- Fall activity: a wine tasting event was held in the President's home. Vice-President, Genevieve Delfosse provided wines from her vineyard and discussed each wine. Cheeses to complement the wines were provided by the Chapter.
- Several members participated in an educational forum at the French Embassy where representatives of the *Alliance française*, the Goethe Institute, and from other European groups spoke about the importance of plurilingualism in Europe. Region IV Representative Alice Cataldi also attended.
- Members assisted with the Passport to Languages event organized for United Nations Week in Washington, DC. The event was held at the Embassy of the *Côte d'Ivoire*. It was intended for children in grades K-8 from local schools. Members encouraged the children to learn a few words in French at the French booth.
- The spring newsletter reported on fall activities and announced proposed spring events. Joan McCarthy, Bishop O'Connell High School in Arlington, had taken her students to France and asked them to write out their impressions. These writings were included in the newsletter.
- Chapter member Laura Franklin, Northern Virginia Community College, was chair of the 2009 Northeast Conference, and many chapter members attended to show their support for her.
- The Chapter sponsored a workshop entitled "Student Video Production for the French Language Classroom" at the Greater Washington Area Teachers of Foreign Languages Conference. Andrea Thomas, Caren Colley, Rebecca Crisafulli, and Margaret Ann Kassen, all of the Catholic University of America, presented examples of student video projects and provided handouts with guidelines for organizing and evaluating such projects. Participants had the opportunity to film their own short video and learn some basics of video editing.
- The Chapter's enrollment in the *Grand*

*Concours* was 3621, making the Chapter fourth in the nation. In FLES\* the Chapter was also ranked fourth with an enrollment of 300. The Awards Ceremony began with a multimedia show of the winner's names prepared by Contest Administrator Laura Walker.

- The Chapter is pleased that individual members have been more active in community events and more visible in professional venues than in past years, and it is hoped that this level of activity will continue.  
Submitted by Margaret Ann Kassen  
Chapter President

#### **PHILADELPHIA**

- The Chapter's listserv solicited ideas that would encourage interactive activities that can be incorporated in classroom programs, in particular, for National French Week.
- Fall meeting featured Fernande Davis who gave a presentation of her experiences in the Belgian underground during World War II. She had previously given a session at AATF Convention in Liège on this topic.
- At the winter meeting Michael Kline spoke on "Immigration and Integration in France" which outlined the changing cultural profile of France and how the "French republican tradition, intolerant of identity politics, may evolve as it confronts a growing, vocal minority culture."
- Spring meeting was held in conjunction with the MLAPV. Michelle Emery, William Penn Charter School, gave a presentation of the use of cell phones in the classroom, demonstrating how these devices can be used in and out of the classroom to enhance learning, reporting and assessing.
- May 14 marked the first jointly sponsored program by the Philadelphia Chapter and the *Alliance française*.
- A number of teachers have received recognition this year: Joanne Silver was awarded the rank of *Chevalier dans l'Ordre des Palmes académiques*, and Yvonne McFadden received her school's Teacher of the Year Award for 2008-2009. It is the first time the award has been given to a teacher of world languages.

Submitted by Alice Cataldi  
Region IV Representative

#### **RHODE ISLAND**

- President Michael Hébert has designed a Chapter Web site.
- In December, 550 students from eight schools attended a concert given by the West African group *Baye Kouyaté*

*et les Tougarake.*

- In the spring, 325 students attended a presentation to honor the anniversary of the Eiffel Tower.
- *La Semaine de la Francophonie* was celebrated with daily events, including lectures, films, a concert, and a reception at the Museum of Work and Culture in Woonsocket, home to many French-Canadian immigrants. There was also a *Franco-fête* held during the week.
- An advocacy letter was prepared and sent to all Superintendents and to the new state Commissioner of Education.
- Another *Franco-fête* was held the end of August in conjunction with the Pawtucket Arts Festival.

Submitted by Joyce Beckwith  
Region II Representative

#### SUSQUEHANNA

- En octobre le chapitre a passé une soirée musicale avec le groupe canadien *Réveillons*.
- En février les adhérents ont visionné le film *Le Scaphandrier et le papillon* suivi d'une discussion.
- En avril les membres sont allés voir l'exposition «Cézanne and Beyond» au musée d'art de Philadelphie, suivi d'un déjeuner dans une brasserie française.

Submitted by Alice Cataldi  
Region IV Representative

#### VIRGINIA

- Elections were held with the following new officers: Amy de Graff and Françoise Watts, Co-Presidents; Fabrice Teulon, Vice-President; Ainslie McLees, National French Contest Administrator; Dominique Robin-Siterre, Newsletter Editor; Debbie Bartle, Chair, School Links Committee; David Delamatta, Audio-Visual Advisor.
- Funding from a Title II Federal Government grant allowed the Chapter to offer an immersion weekend for high school teachers of French. Forty-five teachers from around the state attended the two and a half day program entitled "La France plurielle," held in Richmond. A workshop was held at the Virginia Museum of Fine Arts, "Sur les pas des Impressionnistes." Other sessions were "Politique et culture: Le cas Sarkozy," "Séminaire interculturel: différences fondamentales de valeurs et de mentalités en France et aux États-Unis," "La Question de mai '68 revisitée," and "Le Cinéma beur."
- Several French sessions were held at the annual meeting of the Foreign Language Association of Virginia.

- With financial assistance from Randolph-Macon College, the Chapter was able to bring the French film director, Olivier Pont, to show his film *Manon sur le Bitume* and to talk about his work. He traveled to a number of high schools, colleges, and universities around the state.
- In the spring, the Chapter funded ten teachers to attend the three-day Virginia Commonwealth University French Film Festival that provided the opportunity to meet and talk with the actors and directors who showed their films.
- New initiatives the Chapter hopes to realize are: (1) offering a children's French film festival with one movie for younger children and another for teenagers, and (2) a *tombola* to increase membership with the prize being a free week at a house in the Loire Valley in Loches. New and old members who recruit a new member will be able to participate in the drawing.

Submitted by Amy DeGraff  
Chapter Co-President

#### WESTERN MASSACHUSETTS

- This Chapter has merged with the Vermont Chapter.
- In April, the annual meeting was held with an informative program put together by President Claire Frierson. A representative from the Delegation of Quebec gave a presentation and several mini-sessions were held.

Submitted by Joyce Beckwith  
Region II Representative

#### WESTERN PENNSYLVANIA

- This Chapter was previously known as the Pittsburgh Chapter.
- New officers have been elected: President Jean G. Mercier; Vice-President Jean-Louis Dassier; Treasurer Kathy Nega; Secretary Irene Tabish.
- The Chapter holds a monthly French dinner.
- In conjunction with Bonnie Adair-Hauck of the University of Pittsburgh's European Studies Center, the Chapter organized the following workshops: "Explorons la Côte d'Ivoire" by Marie-Louise Rectenwald; "Explorons la Belgique à travers l'art visuel" by Carol Schneider; and "Appréciation de la musique francophone" by Irene Tabish and Marie Thomas-Olsen.
- The Chapter participated in the *Grand Concours*.

Submitted by Jean G. Mercier  
Chapter President

## AATF SMALL GRANTS

At the San Jose Convention, the Executive Council again renewed the AATF Small Grants program for 2010 to support local projects by members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. Matching funds from the chapter to which the applicant belongs or from another source must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent to the Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 postmarked by **March 1, 2010**: Applications may also be e-mailed to [abrater@siu.edu]. (1) name of applicant and Chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, inclusive dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds being sought, **INCLUDING AMOUNT TO BE MATCHED FROM CHAPTER TREASURY**, if applicable (This must be attested to by the Chapter Secretary-Treasurer). **PLEASE NOTE:** Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process **AS SOON AS YOU READ THIS** by alerting your Chapter officers to your upcoming request.

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

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

**AATF ON-LINE STORE**

**[www.frenchteachers.org](http://www.frenchteachers.org)**

# AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

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

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

The selection committee will consist of two 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 to the awards chairman will be **February 1, 2010**. Decisions will be made by March 1, 2010. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

## REQUIRED QUALIFICATIONS

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

## EVALUATION CRITERIA

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

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

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

Evidence of professional growth and development may include but is not limited to

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

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

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

## NOMINATION PACKET

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

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

## ADVOCACY

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

Check out the JNCL-NCLIS Web site at [www.languagepolicy.org](http://www.languagepolicy.org)

# ADVOCATING FOR FRENCH: THE ROLE OF THE LOCAL AATF CHAPTER PRESIDENT

What can you do if one of your members contacts you to tell you that cuts to the French program are being made in his/her district?

Of course, each case is vastly different since so many variables come into play. Therefore, it is quite difficult to give stock advice. Even helpful tips can become so full of “if...then” clauses that it becomes too tedious to write, let alone read. So let me offer just six short suggestions, based on personal experience.

**First, put out a call for help.** When one of our members contacted me to say she had just learned from her principal that her district would not offer 7<sup>th</sup> grade French in the fall (heralding the potential beginning of a slow but inevitable march towards the complete elimination of French in her district), I e-mailed anyone and everyone I could think of in the AATF who might be able to give me advice and insights—my Regional Representative, and the representatives of several other nearby regions, the AATF President, the Executive Director, and Tennessee Bob, Chair of the AATF Commission on Advocacy. All of them had wonderful advice to share with both of us and also served in an important “support-group” role since advocating can sometimes feel like a very lonely business.

**Second: Find a way to let students and parents know of the district’s plans.** If the decision is not yet a matter of public record, this can be quite tricky. A non-tenured teacher may not feel free to speak to students and parents about the issue, and even a tenured one may be told to refrain from sharing the knowledge. A few carefully placed phone calls may be necessary, encouraging parents to go to the next Board of Education meeting to ask about the future of French in the district.

**Third: Never underestimate the passion that students have for French.** In this case, within a week of hearing of the district’s decision, one very dedicated and passionate and technologically savvy student had set up a Web site to let her schoolmates know what was going on behind closed doors and to solicit support to save the district’s French program: [<http://save-french.webs.com/index.htm>].

**Fourth: Contact the media.** I went to the Web site of our widest-circulation local paper (*Newsday*) and to the Web site for the Long Island section of the *New York Times* to find the names and e-mail addresses of journalists who typically cover stories on education. Then I sent an initial e-mail (see Appendix A), and a follow-up (Appendix B)

to the one journalist who wrote back to me. The result was a story that appeared on the front page of the Long Island section of the *New York Times* (April 5, 2009), portraying the middle school French teacher and the district’s French program in a very positive light.

**Fifth: Once the plan is a matter of public knowledge,** contact the members of the Board of Education, the Superintendent, the Principal(s), and local Business leaders (such as members of the Chamber of Commerce, the Rotary Club, the Masons, etc.) to remind them of the importance of French in your community. Copies of the letters I sent are attached in Appendix C.

**Sixth: Finally, be patient yet persistent.** Follow up on developments in the school district as the story unfolds to adjust tactics. *Rappelons-nous que même si le jour de gloire n’arrive pas tout de suite, nous garderons l’espoir qu’il arrivera bientôt!*

## Appendix A

### Initial e-mail to journalists:

Dear Journalists,

It has come to my attention that several school boards on Long Island have recently voted to eliminate French programs in their districts.

Some of these votes seem to have occurred behind closed doors, such that the parents, students, and community members have not been made aware of (nor were they consulted on) these curricular changes.

The middle school students in Kings Park (Suffolk County), having gotten wind of the decision to begin phasing out French in the fall, have put together a Web site to try to save their program. I hope you will find a couple of minutes in your busy schedules to visit their Web site: [<http://save-french.webs.com/index.htm>].

If you click on the “Petition” tab, you will find the many student comments in support of their program. It’s well worth a look at their heartfelt defense of their program and maybe even worth a broader story about listening to student voices in these difficult financial times.

Please do not hesitate to contact me if I can provide additional information.

Sincerely,  
Sarah Jourdain

## Appendix B

### Follow-up message:

I have just a few of additional pieces of information that have come to me more recently.

1. The Web site created by the students in Kings Park to save their French program [<http://save-french.webs.com/index.htm>] has been visited over 9,000 times in the past week, and their petition page has registered 91 comments. Their teacher says they are very excited to be receiving so much support. Hopefully their efforts will not be in vain.
2. To address the frequent misconception that Spanish is somehow easier to learn than French, Linguistics Professor Barbara Bullock of the University of Texas has written an article comparing the ease and challenges for Americans learning various languages (focusing specifically on Spanish and French). Professor Bullock’s article is published in this document: *The Ease and Challenges for an English Speaker Learning French*.
3. To address the continuing relevance of French, Professor Richard Shyrock at Virginia Polytechnic University has created an informative Web site *Why study French*: [[www.fll.vt.edu/French/whyyfrench.html](http://www.fll.vt.edu/French/whyyfrench.html)].
4. Professor Bob Peckham at the University of Tennessee at Martin has a Web site specific to the needs of French in a number of states, including NY State: [<http://www.utm.edu/staff/globeg/nyadvocat.html>].
5. Some of the most compelling stories about the value of French, however, are the ones posted on the “Petition” page that the Kings Park students created [<http://save-french.webs.com/apps/guestbook/>].

## Appendix C

### Sample letter to a Board of Education member:

Dear (Insert Board Member name here),

I would like to urge the Kings Park School District to reconsider its decision not to offer French to 7<sup>th</sup> graders beginning in the fall of 2009.

It would be unfortunate if Kings Park students could no longer choose to study one of the most widely-spoken international languages on the globe. As I am sure you know, French is the only other language, besides English, to be spoken on five of the world’s continents. With French, students can be understood in 55 countries across these five continents by over 200 million people. French is also the third most common language on the Internet (after English and Chinese), and it is the official working language of the UN, NATO, UNESCO, the In-

ternational Olympic Committee, the European Union, Doctors without Borders, and the International Red Cross, just to name a few. Clearly, French remains vital for international commerce as well as politics, medicine and sports. Students in Kings Park would benefit from continued access to learning this valuable language.

Additionally, since French provides the base for more than 30% of modern English vocabulary, students who have studied French earn the highest scores on standardized tests (SAT/ACT/GRE/LSAT), a clear advantage for college admission. This advantage should not be denied to Kings Park students.

Focusing solely on New York State, one can see that French is also of great importance as far as trade is concerned. Our largest trading partner is Canada, and more specifically the French-speaking province of Quebec. If Kings Park graduates are no longer able to develop basic proficiency in French, they will be at a competitive disadvantage when applying for jobs with the majority of our trading partners.

For all of these reasons, it makes sense to continue the excellent French program which your District currently offers. Kings Park students have a 100% pass rate on the NY State Proficiency and Regents exams, and the Kings Park French students have won numerous local, regional, and national awards, including recent awards in our poetry competition and the National French Exam. While I understand that difficult financial times may require budgetary cuts, any savings you might gain by eliminating French would be offset by the academic and economic harm this would cause to your students.

I hope that you will be able to reconsider reinstating French for your 7<sup>th</sup> graders this fall.

Please do not hesitate to contact me if I can be of any help.

Sincerely,  
Dr. Sarah Jourdain

#### Appendix D

#### Sample letter to a Rotary Club member:

Dear Rotary Club Leaders,

I would like to bring to your attention a recent decision by the Kings Park School District, which is not in the best interests of the Kings Park community (its residents, its businesses or, most importantly, its students): The Kings Park School District has removed French as a language choice for 7<sup>th</sup> grade students for the fall of 2009. This will most likely result in the elimination of the entire French program in the secondary schools over the course of the next few years.

As sponsors of highly successful Rotary

Youth Exchange Programs, as well as numerous well-respected international service projects, you are certainly aware of the vital role the French language plays in communications around the globe. French is the only other language, besides English, to be spoken on five of the world's continents. With French, students can be understood in 55 countries across these five continents by over 200 million people. French is also the third most common language on the Internet (after English and Chinese), and it is the official working language of the UN, NATO, UNESCO, the International Olympic Committee, the European Union, Doctors without Borders, and the International Red Cross, to name just a few. Students in Kings Park should not be denied access to learning this valuable language.

Additionally, since French provides the base for more than 30% of modern English vocabulary, students who have studied French earn the highest scores on standardized tests (SAT/ACT/GRE/LSAT), a definite advantage for college admission. This advantage should not be denied to Kings Park students.

Recent trade figures may also be of interest:

1. The number one trading partner of the U.S. is Canada.
2. The number one trading partner of many states, including New York, is the French-speaking province of Quebec.
3. Here are some 2008 trade figures for New York:
 

Canada:	\$14,504,000,000
Switzerland:	\$7,932,000,000
France:	\$2,555,000,000
Belgium:	\$3,124,000,000
<b>Total:</b>	<b>\$28,115,000,000</b>

Compare this to the figure for New York's trade with **China** in 2008: **\$2,350,000,000**. Clearly, French is a vitally important language for New York State.

For all of these reasons, it makes sense to offer children the choice of learning French in the Kings Park School District.

Currently in the Kings Park District, there is an excellent French program, staffed by tenured teachers. The Kings Park students have a 100% pass rate on the NY State Proficiency and Regents exams (as posted on the KPCSD Web site). The Kings Park French students have won numerous local, regional, and national awards. And the students themselves wish to retain their French program. They have created a Web site to advocate for their program. I hope you will find a few of minutes in your busy schedules to visit their site: [<http://savefrench.webs.com/index.htm>].

If you click on the "Petition/Guestbook" tab, you will find many student comments in support of their program.

The Kings Park School District will not see any major budgetary savings by eliminating 7<sup>th</sup> grade French in the fall. The economic harm that this decision will create, however, may be felt over the next several years once graduates of Kings Park high school are no longer able to participate in businesses, organizations, or service opportunities which require French.

I urge you to contact the Board of Education as well as the Superintendent of Schools, (Insert name here), to support the French program and to request that 7<sup>th</sup> grade French be reinstated for the fall.

Please do not hesitate to contact me should you need additional information.

Sincerely,  
Dr. Sarah Jourdain  
Stony Brook University  
President, Suffolk Chapter  
[sjourdain@notes.cc.sunysb.edu]

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## L'ORDRE DES PALMES ACADÉMIQUES: PROMOTIONS RÉCENTES

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

#### Décret du 8 octobre 2008

- Officiers
- Robert Lafayette
  - Emese Soos
- Chevaliers
- Terri Hammatt
  - Amanda Jane Lafleur
  - Deanna Scheffer
  - Howard Scherry

#### Décret du 26 février 2009

- Commandeur
- Gladys Lipton
- Officiers
- Jayne Abrate
  - Miriam Dulce Goldenberg
  - Christopher Paul Pinet
  - Brian Archer Thompson
- Chevaliers
- Randa Duvick
  - Nancy Gadbois
  - Suzanne Hendrickson
  - Armine Mortimer
  - Robert Peckham
  - Barbara Ransford (posthume)
  - Peter Schulman
  - Alice Strange
  - Ann Sunderland
  - William Thompson

Nos félicitations à tous et à toutes!  
Anne Hebert  
Secretary, ASAP





## POWER OF THE DREAM: MARTIN LUTHER KING DAY (JANUARY 18) AND EUROPE DAY (MAY 9)

### Objectives

1. To understand that the dream of unity is shared by Americans (as expressed through the *I Have a Dream* speech of Dr. Martin Luther King, Jr.) and by Europeans (as expressed in the mission statement of the *Union européenne*).
2. To understand the historical context behind each country's ideals.
3. To expose students to new vocabulary, drill possessive adjectives and the structures *c'est vs il est*.
4. To illustrate and write dreams both global and personal.

### Grade level

7<sup>th</sup> grade and up. However, teachers can adapt for younger students (as indicated below).

### First steps

1. Read excerpts from Dr. Martin Luther King's life and "I Have a Dream" speech in French. Link available at [[www.frenchteachers.org/bulletin/articles/mlk.htm](http://www.frenchteachers.org/bulletin/articles/mlk.htm)].
2. Highlight cognates and create a list of vocabulary necessary for comprehension. Identify words that reflect racism and those that are anti-racist (*racisme, discrimination, injustice; unité, tolérance, justice*).
3. Younger Students: See YouTube video for Dr. King's speech in English under "I Have a Dream" if your school does not already have access to it.

### Second steps

1. Read excerpts from the European Union Mission Statement in French. Link available at [[www.frenchteachers.org/bulletin/articles/mlk.htm](http://www.frenchteachers.org/bulletin/articles/mlk.htm)]
2. Search for background information on the European Union.
3. Highlight cognates in the Mission Statement.
4. Find the vocabulary that parallels those of Dr. King's speech (*unité, coopération, communauté; conflit, guerre, destruction*).
5. Younger Students: Explain (or have students use the Internet to research) what the European Community is and share information on Europe Day.

### Third steps

1. Review *c'est vs il/elle est* and *ce sont vs ils/elles sont* within the context of Dr. King's speech and the E.U. Mission Statement.
2. Drill possessive adjectives using vocabulary from these texts.
3. Worksheets for grammar exercises as well as a series of comprehension questions are available at [[www.frenchteachers.org/bulletin/articles/mlk.htm](http://www.frenchteachers.org/bulletin/articles/mlk.htm)].

### Fourth steps

1. Working as a whole class or in small groups, have students create a Venn diagram to highlight the dreams and ideals of both Dr. King and the European Union using vocabulary generated from the text. More advanced students can include the historical context in either French or English. Discuss the similarities and differences identified.
2. Have students create their own dreams (encouraging the use of possessive adjectives and *c'est/ce sont*). *Mon rêve pour le monde...; mon rêve pour ma famille ...; Mon rêve....* These dreams can then be illustrated and displayed for both MLK Day and Europe Day.
3. Younger Students: Those students not yet ready to read the original text, explanations of the dream speech and the E.U. mission can be in English. Brainstorm together on the board what dreams students might envision. Following Dr. King's pattern, have the students each choose one dream to fill in on construction paper: "*J'ai un rêve aujourd'hui. Mon rêve est...*" and illustrate it to be displayed to honor both MLK Day and Europe Day. Google *La journée de l'Europe* to see posters for ideas under "*la galerie d'affiches*."

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

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](mailto:mmemiller@aol.com)]; fax: 650-342-7623.

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

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

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

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

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

**REQUIREMENTS:**

1. Entries **MUST** be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in

French or English.

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

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

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

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

Selected winning posters from previous competitions were made into notecards. See page 34 to order.

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

Please type or print all requested information:

Student's Name: \_\_\_\_\_

Student's Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ Student's Phone: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

School Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ School Phone: \_\_\_\_\_

Principal's Name: \_\_\_\_\_ Sponsoring Teacher: \_\_\_\_\_

Teacher's Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ Teacher's Home Telephone: \_\_\_\_\_

**SIGNATURES (All are required)**

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

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parent/Guardian** \_\_\_\_\_ **Date** \_\_\_\_\_

**Sponsoring Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_

**AATF Chapter President** \_\_\_\_\_ **Date** \_\_\_\_\_

PLEASE ATTACH THIS FORM TO THE POSTER.

# MOTS CHASSÉS

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Exercices sur «La Vie des mots» paru dans la *French Review*, Vol. 82, No. 6, May 2009. Le corrigé se trouve à la page 32.

- I. Mettre à la forme interrogative (utiliser si vous le voulez des adverbess interrogatifs).
1. Cessez de me rebattre les oreilles de cette histoire
  2. Vous n'étiez pas apte à prendre le volant
  3. SOHO signifierait: *small office, home office*
  4. Je ne sais si ce terme aurait été utilisé dans mon essai
  5. Ils ont été attrapés sans permis de conduire
- II. Choisissez dix mots commençant par le préfixe NON (attaché ou non) et faites une phrase avec chacun de ces mots.
- III. Remplacer les anglicismes soulignés par un mot plus «typiquement français» et faites une phrase négative avec chacun d'eux.
1. être coke
  2. il est peanuts
  3. il mange light
  4. son fils est gay
  5. ce produit sera bientôt marketisé
  6. la police va investiguer cette affaire
  7. le G8 a finalisé certains accords
  8. ce disque a enregistré le best off de ce chanteur
  9. Le Président va consulter son think tank
  10. c'est une personnalité borderline
- IV. Relever 10 expressions relatives à la conduite automobile.
- V. Relier les deux segments de phrase à l'aide des mots entre parenthèses.
1. L'État donnera une prime à la casse; l'industrie automobile doit être encouragée. (pour)
  2. Ma voiture est presque une épave; je n'en n'achèterai pas une nouvelle. (bien que)
  3. Partez avec votre chauffeur; vous aurez peut-être un petit verre dans le nez après cette réception. (à supposer que)
  4. Ce projet ne sera pas finalisé; les chefs d'état n'y mettent pas de la bonne volonté. (à moins que)
  5. Cette dame ne pourra pas rester chez elle; il lui faudra une aide à domicile. (à condition que).

Colette Dio, Nancy, France

Used with permission of the American Association of Teachers of French, *National Bulletin*, Vol. 35, No. 2 (November 2009). AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

## AATF PUBLICATIONS AVAILABLE

### AATF COMMISSION ON FRENCH FOR BUSINESS AND ECONOMIC PURPOSES

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

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

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

### AATF COMMISSION ON CULTURAL COMPETENCE

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

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

Prices are subject to change without notice.

## ÊTES-VOUS UN PROF ACCOMPLI?

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

Deanna Scheffer

[schefferd@episcopalhigh.org]



New Volume From The AATF  
Commission on Cultural Competence

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

Marie-Christine Weidmann Koop, ed.

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

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- La politique d'une société distincte et plurielle - Louis Balthazar
- Le Québec au sein de la fédération canadienne: entretien avec Stéphane Dion - Dominick De Filippis

#### II. INSTITUTIONS ET QUESTIONS SOCIALES

- La politique au Québec: état des lieux - S. Pascale Dewey
- Le système éducatif québécois: histoire, organisation et enjeux - Marie-Christine Weidmann Koop
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#### III. ASPECTS CULTURELS

- Langue française et politique des dictionnaires au Québec - Mark West
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- Arts et traditions populaires du Québec: la protection de la culture « vivante » - Lise Fournier

#### IV. LITTÉRATURE ET CINÉMA AU QUÉBEC

- Lieux de mémoire: l'imaginaire québécois à travers le roman, 1900-1970 - Renée Norrell et Warren Johnson
- *Up Against the Jowl*: dépaysements linguistiques et le théâtre québécois - Ritt Deitz
- Les origines de l'écriture migrante. L'immigration littéraire au Québec au cours des deux derniers siècles - Daniel Chartier
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- L'identité québécoise en ligne - Thomas M. Carr, Jr.
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- L'Association internationale des études québécoises (AIÉQ) et le Québec comme objet d'étude - Robert Laliberté

Appendice - Brève chronologie du Québec - Marie-Christine Weidmann Koop

## HAVE YOU MOVED OR PLANNING TO MOVE? LET US KNOW.

AATF publications are mailed Second Class. The U.S. Post Office does not forward second class mail unless you have paid for this service. If you move without informing us of your new address, the Post Office destroys the lost issues and charges AATF \$.70 per item. This amounts to hundreds of dollars per year in charges in addition to the cost of the destroyed material and replacing it. Therefore, if you have moved or intend to move, please let us know your new address by returning this form to National Headquarters as indicated. Changes can also be e-mailed to [address@frenchteachers.org].

<b>Change of Address</b>		
Name		
Last	First	Middle
<b>New address:</b> _____		
_____		
City	State	Zip
<b>Old address:</b> _____		
(as it appears on mailing label)		
_____		
City	State	Zip
Date new address takes effect: _____		
Send this form to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; FAX: (618) 453-5733; E-mail: [address@frenchteachers.org].		

## INVITATION TO JOIN THE AATF 2010 BOOK CLUB

The Book Club was founded five years ago by AATF President Margot Steinhart to bring French teachers together to discuss books during the year and was formally initiated at the 2005 Convention in Quebec City. Themes since the Quebec conference have included Literature and Film, Francophone Louisiana, Belgium, and Education and its Challenges. This year's theme, chosen by AATF President-Elect Ann Sunderland, is "La Diversité francophone: passé, présent, futur." The focus of the *French Review* linked with the 2010 Convention in Philadelphia will be Algeria. For this reason, our selections are from Africa (the Maghreb and Senegal), with one offering the perspective of the daughter of North African immigrants in France. What an exciting opportunity this is to learn more about these regions of the world and to enrich our classes. Feel free to order all of the books or just one, to read for your own pleasure, or to get together with members of your chapter as well as at the national convention for stimulating conversations and ideas for classroom use. An effort was made to choose different genres as well as levels of complexity. However, common themes across the three books can be discovered. Here are the 2010 selections:

*Kiffe kiffe demain* by Faïza Guène. Paris: Hachette Littératures, 2004. (Available at [www.amazon.com]). You can also order through Ideal Foreign Books, toll free 1-800-284-2490, 718-297-7477, fax 718-297-7645 or [idealforeignbooks@att.net]; Alain Fetaya has offered a 20% discount for AATF members).

*Neuf nouvelles: hommage aux Sénégalaises*, edited by M. Kathleen Madigan. Eatontown, NJ: Academic Press ENE, 2008. (E-mail Maria at [academicpressene@aol.com] for pricing information, with a phone number so you can be contacted if you prefer to pay by credit card, or you can pay by check. AATF members can get a discount and free shipping and handling by sending a check to Academic Press ENE, 39 Redfern Road, Eatontown, NJ 07724. Please mention that you are an AATF member).

*30 Contes du Maghreb*. by Jean Muzi. Paris: Castor Poche Flammarion, 2003. (Available at [www.amazon.ca]; please note that this is the Canadian branch of Amazon. You can also order through Ideal Foreign Books, toll free 1-800-284-2490 or 718-297-7477 or fax: 718-297-7645 or [idealforeignbooks@att.net]; Alain Fetaya has offered a 20% discount for AATF members).

The author of our first selection, Faïza Guène, is the daughter of Algerian immigrants to France. The fifteen year old narra-

tor of *Kiffe Kiffe demain* has a background similar to that of the author, except that her parents are from Morocco. Doria has grown up in a public housing project outside Paris; her neighborhood does not have a good reputation. *A lycéenne*, she lives with her mother, since her father returned to Morocco to find a younger woman. The slang and direct speech of the suburbs, with its special brand of anger, humor, and hope, is recorded in this intimate journal. Likely to appeal to teenagers as well as adults, this book was recommended by *French Review* Editor-in-Chief Christopher P. Pinet, who suggests, "it is a great introduction to the concerns of French youth today, and not just minority youth. It is easy and fun to teach and great on contemporary France."

For the second selection, the names of the authors of the short stories in *Neuf Nouvelles: Hommage aux Sénégalaises*, deserve to be featured: Aïssatou Cissé, Nafissatou Dia Diouf, Khadi Fall, Abdoulaye Elimane Kane, Mariama Sy Ndiaye, Anne Piette, Charles Cheikh Sow, and Pape Tall. These authors generously contributed to the making of this collection when I worked with them during my Fulbright year in Senegal (2003-2004), quickly earning my respect. It is a great privilege and honor to introduce them and their artistic literary work to you. While I did write a separate book about Senegal, and I hope to share some personal experiences at the Philadelphia 2010 convention as an aid in understanding, our focus here is on the work of these talented writers; they were all born in Senegal, with the exception of Anne Piette, who was born in France, but has lived enough years in Senegal for many Senegalese to think of her as one of them. The challenge which I gave these writers as I met with them was to create a short story honoring a Senegalese woman, which could be based on a true story. Now, those who have met the Muse are aware that when she appears it is not always in response to a particular topic request. Yet these authors rose to the occasion and in stories lyrical, moving and varied, are helping to depict a positive image of women in Africa which could influence many. At the same time, over eight hundred vocabulary words are explained (in French) and the short stories are followed by comprehension and reflection questions, as well as activities, so classroom applications are included.

*30 Contes du Maghreb* by Jean Muzi is a fabulous introduction to North Africa, with tales from Morocco, Tunisia and Algeria. The author introduces his *contes* as ones which will permit readers to discover "un peu de l'âme du Maghreb." Born in Casablanca,

Muzi later studied literature, cinema, and art in Paris; in addition to several collections of fables and tales, Muzi has also made a variety of films, including documentaries. The stories in *30 Contes du Maghreb* are culturally rich and educational; each is introduced with a lesson or thought for reflection and some tales could be used at all levels if time for new vocabulary, forms and structures is allowed; a brief five-page glossary at the end of the book explains some terms not common in the West (e.g. *burnous* and *fellah*). While not all of the tales may be appropriate for the very young (e.g. the one about polygamy), there is certainly something for everyone here, and teachers may be charmed most of all.

*Bonne lecture!*

M. Kathleen Madigan  
President, Greater Kansas City Chapter  
Rockhurst University  
[kathleen.madigan@rockhurst.edu]

**F**eed the imagination as well as the palates of those you are trying to reach.

**R**emind the public of all the wonderful and useful reasons to learn French.

**E**ntertain with student or guest performances or films.

**N**etwork with French teachers, French speakers and Francophiles in the community, and the local media.

**C**elebrate the French-speaking heritage both within the U.S. and around the world.

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

### NOTICE

The article "Interdepartmental Cooperation for National French Week" that appeared on page 18 in the September 2009 issue of the *National Bulletin* is taken from the new Advocacy Kit. This provenance was omitted from the article.

## BUSINESS SCHOOLS RANKED

If you are interested in Business French, it may be of interest to you to check out the rankings of Business Schools around the world. Go to [<http://rankings.ft.com/Businessschoolrankings/global-mba-rankings>].

## MARK YOUR CALENDAR! JOIN US IN PHILADELPHIA IN 2010!

Attend the 83<sup>rd</sup> annual AATF convention as we meet in Philadelphia.

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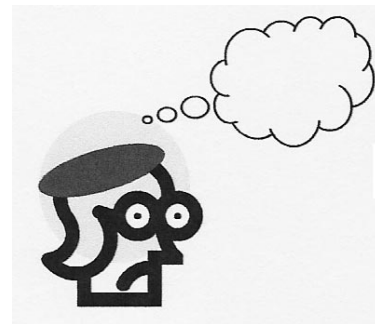
*The AATF is launching a three-year membership campaign! See the announcement on page 27 for information concerning the 3-for-1 offer for a year's free membership.*

## TOP TEN LIST of reasons why you should read THE *FRENCH REVIEW*:

1. You are a professional.
2. It's a forum for your own research and professional interests.
3. Depth: a starting point for your scholarship and research.
4. Breadth: a way to keep abreast of major trends in all areas of French studies.
5. Ideas for course development and curricular design.
6. Ready-to-use classroom materials.
7. A great way to keep up with the latest coinages, idioms, slang, and acronyms.
8. Wonderful ideas for summer reading.
9. It's just one of the many benefits of AATF membership.
10. *C'est une affaire!*

Prepared by Sharon Shelly  
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[[sshelly@wooster.edu](mailto:sshelly@wooster.edu)]

## AATF Tête-à-Tête



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



*Suzanne Hendrickson*  
[hendricksonr@umsl.edu](mailto:hendricksonr@umsl.edu)

*JoEllen Sandburg*  
[j\\_sandburg@msn.com](mailto:j_sandburg@msn.com)

*Teacher-to-*



*teacher  
Mentoring  
Program*

# PROMOTING SPEAKING IN THE TARGET LANGUAGE VIA RICH INTERNET APPLICATIONS

After completing a six-day workshop on Rich Internet Applications (RIAs), I am convinced now more than ever that technology has its place in foreign language education. In the past decade, it has been stated more and more often that foreign language teaching and learning have been heavily influenced by the Internet and computer-assisted technologies, all of which provide authentic materials available for use in the classroom. Instructors have used the Internet with its abundance of varied Web pages to manipulate activities that focus on the development of foreign language reading and writing skills. Video clips are often downloaded from sites such as [Teachertube.com] or [Youtube.com] so that students can listen to authentic speech via the World Wide Web and can therefore improve their listening skills. What if we were able to target our students' speaking skills outside the classroom? Furthermore, what if we could have "proof" of this language practice?

Foreign language instructors know how difficult it can be to have each student participate orally in class on a daily basis. And even if each student does participate during a given class period, how much can truly be evaluated? Is it enough that the student briefly replied "yes" or "no" to a question? Is it enough that students speak in fragmented sentences to their partners during group work? These lackluster answers don't provide instructors with enough content for proper evaluation. Even if we assign pronunciation activities for homework, how are we to know if the students are actually following through with the work at home? The in-text CDs and the on-line workbook assignments often contain exercises that require students to listen and repeat. But do the students actually open their mouths and produce the foreign sounds on their own? How can we "police" this activity? What if there were a tool that allowed language instructors to have evidence of students' oral production? Good news. It is here and it works!

The Center for Language Education and Research<sup>1</sup> (CLEAR) has developed several RIAs that allow teachers to easily design Web pages (or mashups) that contain audio files, video clips, text, and/or photos. As Godwin-Jones (2007) states, "RIAs are being used to display text more dynamically and with added options. RIAs are Web applications that have many of the attributes of desktop apps...and in which the processing is done on the local client...while the bulk of the data to support the app resides on a Web server" (11). These RIAs are made possible by using Web 2.0 technologies. According to Kárpáti (2009), "[t]he most im-

portant feature of Web 2.0 for language education is the *change of direction in communication on the Internet*: while Web 1.0 was the "readable Web," where the dominant activity was *reception* of texts, sounds and images, Web 2.0 is the "writable Web," where *creation* of new content is dominant" (140). In this way, Web 2.0 technologies enable language instructors to manipulate the information on a given Web page. In addition, Web 2.0 technologies place learners at the center of the learning environment keeping the teacher at the side as mentor or guide.

By using CLEAR's free RIA tools, it is possible to create simply Web pages that contain a mixture of audio and visual information. In addition, in order to focus on students' oral production, it is also possible to create an audio dropbox, a place that allows the collection of audio data completed by the students, and these data are then automatically "dropped" into the teacher's personal dropbox (similar to an inbox for e-mail). There is no requirement for special hardware or software to complete these activities. However, I have found that Mozilla Firefox works better than Internet Explorer (you can receive a free download of Firefox). In addition, the latest version of Adobe Reader (a free tool) will need to be downloaded onto the computer. Other than those two items, students will need a computer with Internet access and a microphone (built-in on most computers). Students are directed to a specific teacher-designed URL where they are expected to follow the instructions on the page, and to complete their oral speaking homework that is automatically sent to the instructor's dropbox upon clicking the submit button. This sort of homework encourages (and forces) pronunciation and oral production outside the classroom. In this way, students are producing the target language on their own, which in turn, helps promote foreign language learning. When instructors are ready to listen to the students' recordings, they log into their personal audio dropbox (as one would do for e-mail) and a list of all the students' submissions is provided.

So how do you create this virtual dropbox? Although I spent six days in the workshop, I'm going to break it down to the bare "nuts and bolts" of the tool.

1. Create a free CLEAR account at the following Web address: [http://clear.msu.edu]. (You will receive an e-mail notification that requires you to activate your account).
2. Log in using your user name and password at [http://ria.clear.msu.edu]

3. Click on the link Audio Dropboxes 2 under the Apps column (be sure to select version 2). Click on Create a New Dropbox. Use the pencil (edit) icon to name it. At this point, you may also set a time limit for the students' recordings.
4. Return to the RIA homepage [http://ria.clear.msu.edu] and click on Mashups under the Apps column. Using the icons on the left-hand side of the page, click on Create a New Mashup. Use the pencil (edit) icon to get started. Name your mashup, and include an audio dropbox from the drop-down menu. Click Save. Add a text area that contains the instructions for the assignment. Click Save. If you want to add an embeddable item (a video clip, song clip, etc., add that item). Click Save. Arrange your inserted-items by using the icon from the left-hand side of the page (next to the pencil). Then use the eyeball (view) icon to view your new mashup. This is the URL you will supply for your students.
5. Give the URL to your students by either writing it on the board or supplying it as a link into your institution's own CMS (my preferred method). The students will complete the activity by typing in the Web address into any Web browser (I found that Mozilla Firefox works best). When they are ready to record themselves, they will click on the audio dropbox and follow the simple instructions. When satisfied with their response, they click on submit.
6. When the due date arrives, instructors log into their RIA account [http://ria.clear.msu.edu] and click on the Audio Dropbox 2 link. Click on the dropbox that you want to listen to. A list of all the students who submitted responses will appear. Click on the students' names and play their audio recording.

The use of Audio Dropboxes gives foreign language instructors the option of creating speaking activities outside of the constraints of the classroom. In addition, there is no more CD burning to do, no more software to install. Students simply click on the dropbox, record their speech, and submit their responses. This sort of exercise encourages language production outside class, and forces every student to participate because there are no time constraints (as with a traditional classroom setting). In addition, students are able to listen to their recordings before submitting them. In this way, students, too, can evaluate their own speaking abilities. The activities that can be created using these RIA tools are limitless and can range from simple comprehension-

check answers, to pronunciation exercises, to open-ended responses that allow students the freedom to speak on a given topic. Foreign language instructors will find themselves using these free tools once they take the initial steps to learn about them. The old problem: how to encourage student speaking? The solution: create an audio dropbox and let the submissions “drop” in!

For an example of a finished mashup related to this article, go to the following URL: [http://clear.msu.edu/teaching/online/ria/mashup2/view.php?ID=2908].

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#### Notes

<sup>1</sup> The Center of Language Education and Research (CLEAR) at Michigan State University was established in 1996 as a Language Resource Center (LRC) through a Title VI grant from the U.S. Department of Education. As an LRC, CLEAR strives to promote and support the teaching and learning of foreign languages in the U.S. through its various projects and outreach activities.

#### References

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- Kárpáti, A. *Web 2 Technologies for Net Native Language*. *ReCALL; the journal of EUROCALL*. 21(2), pp. 139-156. (2009).

## FRENCH ADVOCACY WORKSHOP II

The initial work of French teachers in the Midwest provided the catalyst for the French Language Advocacy Kit, which is now offered to French teachers across the country. AATF members from Illinois, Indiana, Ohio, and Michigan met at Northwestern University in June 2008 to determine the types of materials that would enable French teachers to mount an effective campaign to sustain their French programs.



Row 1 (L to R): Randa Duvick (IN), Anne Hebert (IL), Eileen Walvoord (IL), Margot Steinhart (IL)

Row 2 (L to R): Ricky Barton (IN), Zaneta Ruff (IL), Stanislas Auzou (French Consulate intern), Karen Sullivan (IL), Karen Query (IN), Kristin Aswell (IL), Todd Bowen (IL)

Row 3 (L to R): John Depp (French Consulate intern), Deborah Stout (OH), Laurent Maillaud (French Cultural Attaché, Chicago) Janine Spencer (IL), Suzie Martin (MI)

Not pictured: Tricia Nagel (IL), Samantha Godden-Chmielowicz (IL), Carol Goss (IN), Pat Olderr (IL)

## 2010 ADMINISTRATOR OF THE YEAR AWARD

The AATF/Concordia Language Villages/ French Cultural Service Administrator of the Year Award, to be 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 of this award 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 school 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 school- or campus-wide presence for languages. The nomination file should contain the following items: (1) an abbreviated CV (2 pages maximum) outlining the candidate’s education and work ex-

perience, (2) a brief description of the language program(s) in the school or district (2 pages maximum), 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) described. 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, 2009**. 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 2010) 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].

### LOOKING FOR AATF MATERIALS?

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

- ✓ All AATF materials are available in our On-Line Store at [www.frenchteachers.org](http://www.frenchteachers.org)
- ✓ A printable color catalogue of all materials is now on-line as well.
- ✓ Orders can be mailed, faxed, or completed on-line!

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



# LE QUÉBEC AUJOURD'HUI: À LA FINE POINTE DU MONDE FRANCOPHONE

Le Canada est peuplé de 32 millions d'habitants, dont environ neuf millions parlent le français. La plupart se concentrent dans la province de Québec. Les Québécois ont construit une société moderne, de langue française, branchée sur le monde. Les francophones des autres provinces canadiennes (principalement les Acadiens du Nouveau-Brunswick et les Franco-Ontariens de l'Ontario) participent de ce dynamisme grâce à de nombreuses initiatives.

En voici un aperçu:

## Les Arts

Le secteur artistique et culturel du Québec est très vivace pour plusieurs raisons, dont l'obligation de produire constamment un contenu original pour alimenter ses très nombreuses télévisions publiques et privées et ses journaux. Le Québec est la seule province canadienne qui est un exportateur net de produits culturels.

En télévision: plusieurs séries télévisées de qualité rejoignent régulièrement le million d'auditeurs, un nombre considérable vu la taille du marché. Certaines satires humoristiques font le double, comme *Les Bougons*. La comédie *La Petite Vie* de Claude Meunier a même connu une pointe inouïe de quatre millions de téléspectateurs. La série *Un Gars, une fille* a été reprise dans plus de 20 pays, dont les États-Unis (*Love Bites*). Quant aux *Bougons*, ils ont également été adaptés par la France et le *New York Times* a consacré un article au phénomène.

Au cinéma, le Québec produit chaque année une trentaine de films de qualité dont la fréquentation dépasse régulièrement celle de grands films américains comme *Titanic*. Plusieurs réalisateurs québécois, dont notamment Denys Arcand (*Le Déclin de l'empire américain*, *Les Invasions barbares*, *L'Âge des ténèbres*, *Jésus de Montréal*), sont fréquemment cités à Cannes et aux Oscars. Les années 2003-2005 furent particulièrement mémorables. *La Grande Séduction* de Jean-François Pouliot, a remporté le Prix du public au Festival du film de Sundance. *Les Invasions barbares* de Denys Arcand a remporté le Prix du meilleur scénario à Cannes, l'Oscar du meilleur film en langue étrangère et trois César (meilleur film, meilleur réalisateur et meilleur scénario). Quant à *C.R.A.Z.Y.* de Jean-Marc Vallée, il a remporté le Prix du meilleur film canadien au Festival international du film de Toronto et le Prix du public de l'AFI Fest de Los Angeles. En 2009, le jeune Xavier Dolan, 20 ans, a fait sensation à Cannes avec son pre-

mier film, *J'ai tué ma mère*, remportant trois des quatre prix de la Quinzaine des réalisateurs.

En musique, les chansons de chanteurs aussi variés que Marie-Jo Thériault, Malajube, Beau Dommage, Mes Aïeux, Daniel Lavoie et Daniel Bélanger se sont retrouvées sur la liste de 49 chansons préparées par les auditeurs anglophones de Radio Canada comme cadeau au président Barack Obama—*49 songs from the 49<sup>th</sup> parallel*. Il ne s'agit là que d'un échantillon d'un secteur très vivace au Québec et au Canada. Depuis 15 ans, les succès des chanteurs francophones du Canada ne se démentent pas. À Paris, où les Québécois ont su imposer leur «son», les Isabelle Boulay, Garou et Daniel Lavoie sont immensément populaires. Les créateurs comme Jean Leloup ou Ariane Moffat font également des vagues. Et que dire du parolier Luc Plamondon, dont les deux opéras rock *Starmania* et *Notre-Dame de Paris* l'ont rendu célèbre dans tout le monde francophone. En musique classique, l'Orchestre symphonique de Montréal, dirigé par le chef d'orchestre américain Kent Nagano, est considéré comme le meilleur au Canada et l'un des meilleurs d'Amérique.

En littérature, les maisons d'édition québécoises publient plus de 4000 titres par an, et les auteurs québécois, particulièrement prolifiques, sont nombreux à s'être illustrés internationalement. Outre Yann Martel (prix Booker, pour *The Life of Pi*), citons quelques auteurs qui ont remporté des prix internationaux comme Marie-Claire Blais (Prix Médicis pour *Une saison dans la vie d'Emmanuel*) et Anne Hébert (Femina, pour *Les Fous de Bassan*). L'auteur acadienne Antonine Maillet a également reçu le Goncourt pour *Pélagie-la-charrette*. Plusieurs autres auteurs se sont distingués, dont Réjean Ducharme (*L'Avalée des avalés*), Yves Beauchemin (*Le Matou*), Neil Bissoondath (*La Clameur des ténèbres*), Ying Chen (*L'Ingratitude*), Arlette Cousture (*Les Filles de Caleb*), Marie Laberge (*Le Goût du bonheur*), Dany Laferrière (l'autobiographie américaine, en 11 volumes), et Michel Tremblay (*Les Belles-sœurs*, *Les Chroniques du Plateau Mont-Royal*). Tous ces ouvrages ont été traduits en plusieurs langues.

En arts du cirque, la renommée du Québec continue à croître. Le Cirque du Soleil ne cesse de créer de nouveaux spectacles: actuellement, plus de 20 tournent simultanément dans le monde, dont six à Las Vegas et un autre à New York. Le Cirque du Soleil a donné naissance à d'autres institutions, comme le Cirque Éloize et les 7

Doigts de la main, biens connus aux États-Unis, une École nationale du Cirque, et même *Cavalia*, un nouveau type de spectacle combinant le cirque et les arts équestres.

En multimédias, ce sont les noms de Robert Lepage et de Michel Lemieux qui ressortent. Les mises en scène du premier, qui combinent le jeu d'acteur et les nouvelles technologies, en font un artiste très couru tant pour la mise en scène d'artistes rock (Peter Gabriel) que pour l'opéra (*La Damnation de Faust*, au Metropolitan Opera). Le *New York Times* l'appelle le «techno-alchimiste».

En danse, des troupes tels la Compagnie Marie Chouinard, la troupe *La La La Human Steps*, *Les Grands Ballets Canadiens de Montréal* et bien d'autres ont doté le Québec d'une réputation sans égal en danse. Grâce au groupe *Tangente*, Montréal est d'ailleurs reconnue comme un foyer chorégraphique très dynamique en Amérique du Nord. *La La La Human Steps* est même réputée avoir inventé une nouvelle forme chorégraphique.

## Science et Recherche

Le Québec, terre d'origine de la motoneige, se distingue sur le plan de la recherche et de l'invention. Par exemple, c'est à l'université de Sherbrooke que fut conçu ACELF, la technologie de la compression de la voix, qui a rendu possible le développement de l'industrie du téléphone cellulaire. Cette technologie, reprise par toutes les compagnies de téléphone, est maintenant implantée dans plus de trois milliards de téléphones cellulaires.

À l'Institut national d'optique à Québec, on produit des centaines de nouvelles inventions par année, dont plusieurs pour l'armée américaine, la NASA ou l'industrie américaine.

Le Québec est la province canadienne à l'avant-plan des nanotechnologies. L'Université du Québec à Trois-Rivières travaille actuellement à intégrer les nanotechnologies dans des papiers hypersensibles pour les contrôles de sécurité dans les aéroports et les tests d'infections pour la prévention des pandémies. Elle travaille également sur des techniques qui utiliseront le bois pour le raffinage chimique, notamment pour la production de carburant à base d'éthanol.

## Industrie

Grâce à son vaste potentiel hydro-électrique, le Québec est la seule juridiction d'Amérique à se conformer aux cibles de l'Accord de Kyoto. Plusieurs barrages que l'on peut visiter, dont Manic V et LG2, se classent parmi les plus grands du monde.

La compagnie de génie québécois SNC-Lavalin est même devenue la plus grosse multinationale de génie international au monde, selon la revue américaine *Engineering News-Record*.

Avec Seattle et Toulouse, Montréal est l'un des plus importants centres aérospatiaux au monde. Il représente environ 60% de l'activité de l'industrie canadienne et exporte plus de 80% de sa production. Parmi les grands noms, l'on retrouve Pratt & Whitney Canada (réacteurs), CAE (simulateurs de vol), Héroux Devtech (trains d'atterrissage), Spar (satellites) et bien sûr le constructeur d'avion Bombardier, dont les avions Regional Jet et Dash-400 sont utilisés par toutes les flottes aériennes des États-Unis. Après le Global Express, Bombardier est en train de créer une nouvelle classe d'appareil de 100 places, la CSeries.

Au Québec, 5 000 entreprises emploient plus de 140 000 personnes, et produisent le tiers des exportations canadiennes en multimédias et technologies d'information. Le Québec se distingue en matière d'effets visuels et de jeux vidéo, avec de grands noms comme Ubisoft, A2M et Softimage (Tom Clancy's *Hawk*). Il y a même à Québec une École nationale du divertissement numérique.

Montréal regroupe la moitié des designers industriels canadiens et la moitié de l'industrie canadienne de la mode, qui s'appuie sur une solide base manufacturière locale, un cas unique au Canada, ce qui place Montréal au même rang que New York et Los Angeles. Parmi les grands: Jean-Claude Poitras, Philippe Dubuc, Marie Saint-Pierre, Marie Dumaine et Anastasia Lomonova.

### Tourisme et amusement

Plusieurs activités québécoises valent le détour pour les touristes!

Les Québécois se sont donné de très nombreux festivals. Les plus connus sont le *Festival d'été de Québec*, *Les Francolies de Montréal* et le *Festival international de jazz de Montréal*, le plus important festival de jazz au monde—3 000 artistes de 50 pays, se produisant devant 2,5 millions de personnes dans les rues. Quant au festival *Juste pour rire*, qui est devenu le plus grand marché de l'humour au monde (avec des franchises à Chicago, Toronto et Nantes), il attire chaque année 2 millions de rieurs.

Dans la région de Québec, il y a les courses de canot sur glace sur le fleuve Saint-Laurent, une activité en pleine croissance, avec trois courses officielles et 44 équipes, ou le *Red Bull Crashed Ice*, une course de descente sur une piste glacée en patin à travers le Vieux-Québec, qui attire plus de 85 000 personnes. Pour se

refroidir les esprits, pourquoi ne pas aller prendre un cocktail à l'Ice Hotel, un hôtel fabriqué entièrement de glace?

Dans le fleuve Saint-Laurent, entre Tadoussac et Natashquan, on peut observer entre juin et août plus de 12 espèces de baleines dont le bélouga, le rorqual à bosses et le rorqual bleu, le plus gros animal qui soit.

Le Québec se distingue aussi pour sa production culinaire, de plus en plus renommée. À Montréal, le chef Normand Laprise, du restaurant *Toqué!*, a fait école. Par son insistance à personnaliser la production agricole, on a vu apparaître toute une série de produits agricoles spécifiques comme l'agneau de Charlevoix et des fromages récompensés de nombreux prix et qui font l'envie de nombreux grands chefs français—60% des fromages produits au Canada viennent du Québec. Quant à son collègue Martin Picard du restaurant *Au Pied de cochon*, il a carrément inventé une nouvelle recette qui est devenue un délice, la poutine au foie gras. Sa série télévisée *Martin sur la route*, disponible en DVD, redonne ses lettres de noblesse à certains gibiers canadiens pourtant délaissés, comme l'orignal et l'oie des neiges.

Montréal est aussi la capitale nord-américaine du vélo où l'on trouve la plus forte proportion de citoyens se déplaçant en bicyclette pour le travail ou le loisir. Les pistes cyclables sont nombreuses et très fréquentées. Chaque année, en juin, 30 000 cyclistes partent faire le Tour de l'île de Montréal, un parcours de type familial. C'est à Montréal que l'on a développé un tout nouveau concept de station vélo-taxi, appelé Bixi, cité parmi les inventions de l'année 2008 par *Time Magazine*: Minneapolis, entre autres villes, implantera le concept.

Les Canadiens de Montréal jouent dans le plus gros aréna de hockey en Amérique du Nord, devant les plus grosses foules. Et les Alouettes de Montréal se classent parmi les meilleures équipes de la ligue canadienne de football. Au soccer, l'Impact n'a pas encore connu le succès, mais maintenant que le soccer a déplacé le hockey et le baseball comme sport le plus pratiqué par les enfants, on prévoit la montée d'une génération de joueurs de soccer du Québec.

### Langue et Société

Le français parlé au Québec est aussi varié que celui parlé dans son pays d'origine. Comme toute langue, il se pratique sur plusieurs registres. Il en existe aussi bien une version argotique, appelée *le joul*, qu'une version très normative, comme on peut l'entendre sur les ondes de Radio-Canada ou dans les journaux. Le français du Canada n'est ni plus archaïque ni plus

ancien que celui d'Europe: il a simplement évolué différemment à travers les siècles. La différence entre le français du Canada et celui d'Europe est similaire à celle de l'anglais britannique et l'anglais américain, ou celle entre l'espagnol du Mexique et celui d'Espagne.

Comme le Québec contribue largement à la vie artistique, intellectuelle et scientifique du monde francophone, bon nombre de mots et d'expressions propres au Québec sont entrés dans l'usage international du français, ou sont suffisamment connus pour ne demander aucune explication. Par exemple, c'est au Québec que fut développé en 1977 la féminisation des titres et fonctions, une pratique maintenant adoptée officiellement par les Belges et les Suisses, et que les Français apprivoisent peu à peu.

Le site web du *Grand dictionnaire terminologique* du Québec, qui répertorie et traduit plus d'un million de termes techniques dans plus d'une centaine de techniques, reçoit 50 millions de demandes d'information par année, dont la moitié venant d'Europe—c'est 25 fois plus que le site web de l'Académie française!

Le Québec jouit d'un niveau d'espérance de vie supérieur à celui de la population américaine. De plus, son taux de mortalité infantile figure parmi les plus bas au monde. Cela s'explique par la qualité des programmes sociaux, hospitaliers et médicaux.

Ainsi, les régimes québécois d'assurance maladie et d'assurance médicament figurent parmi les modèles qu'examine le président Obama pour la création d'une assurance maladie universelle aux États-Unis.

Le Québec a aussi créé un modèle unique de garderies subventionnées, les Centres de la petite enfance, qui ne coûtent que sept dollars par jour par enfant.

En Ontario, où vivent plus de 500 000 francophones, les conseils scolaires francophones sont devenus un modèle de succès pour les groupes en situation minoritaires.

Chaque année, le Québec accueille plus de 20 000 étudiants étrangers dans ses écoles, collèges et universités, la plupart étant inscrits dans les établissements d'enseignement universitaire. Les coûts d'éducation sont très concurrentiels et les diplômés des universités québécoises sont par ailleurs universellement reconnus.

Le Québec accorde beaucoup d'attention à son système éducatif, qui est universel et gratuit. Ses élèves des niveaux primaire et secondaire obtiennent régulièrement les meilleurs pointages en lecture, en écriture et en arithmétique, selon les études de l'OCDE (Organisation for Economic Co-operation and Development).

## International

Le Québec est la seule province canadienne dotée d'une forme de diplomatie. On retrouve dans le monde 24 bureaux du Québec, dont six aux États-Unis, un à Mexico, un à Tokyo, à Beijing et à Paris. Fait unique dans la fédération canadienne, le Québec—ainsi que le Nouveau-Brunswick—est membre à part entière de l'Organisation internationale de la Francophonie, à égalité avec le Canada.

C'est ainsi que le Québec a pu jouer un rôle déterminant dans la création de la Convention de l'UNESCO sur la diversité culturelle. En 2009, la diplomatie québécoise est parvenue à convaincre l'Union européenne et le gouvernement du Canada de lancer des négociations en vue d'un traité de libre-échange canado-européen. Il y a 20 ans, c'est le Québec qui avait été le plus solide allié du gouvernement fédéral dans ses négociations pour l'Accord de libre-échange nord-américain (ALÉNA/NAFTA), qui lie depuis 1994 le Canada, le Mexique et les États-Unis dans la plus grande zone commerciale au monde.

Les francophones du Canada participent avec enthousiasme dans d'importants réseaux d'entraide internationale, comme Médecins sans frontières et Médecins du monde, mais également Avocats sans frontières, Ingénieurs sans frontières. Ils sont impliqués dans de très nombreuses autres associations et agences internationales comme l'Association francophone pour le savoir, l'Institut de l'Énergie et de l'environnement de la francophonie, l'Association internationale des maires francophones et même Francopol (le réseau international francophone de formation policière).

## Droit

Le Québec est une des rares juridictions dans le monde où se pratique le droit civil en anglais et en français, alors que la plupart des pays du monde (dont ceux des Amériques) ont un système de droit codifié—largement influencé par le Code civil. Le nouveau Code civil du Québec a largement inspiré la rédaction des nouveaux codes civils russe et chinois.

Dans les autres provinces canadiennes, qui fonctionnent sous le régime de la *Common Law*, on peut étudier la *Common Law* en français, notamment aux universités d'Ottawa ou de Moncton. À la faculté de droit l'Université McGill, il est même possible d'étudier à la fois le Code civil et la *Common Law*, en français et en anglais—ce qui assure aux diplômés une compétence unique à l'heure de la mondialisation.

Grâce à leur maîtrise de la *Common Law* en français, les juristes de l'université de Moncton ont participé à la rédaction de la

constitution de l'île Maurice, l'un des plus dynamiques foyers de croissance dans l'Océan Indien.

## Conclusion

Certes, le français en Amérique compte moins de locuteurs que l'anglais ou l'espagnol, mais le dynamisme québécois et canadien démontre que cette langue s'inscrit puissamment dans l'avancement des idées, de l'invention et de la création. Outil essentiel pour quiconque veut rester à l'avant-garde, la langue française est bien une langue d'Amérique.

Jean-Benoît Nadeau

Julie Barlow

Journalistes

Auteurs de *La Grande aventure de la langue française* et de *Pas si fous, ces Français!*

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## PRELIMINARY ANNOUNCEMENT AATF SUMMER 2010 SCHOLARSHIPS

We have not yet confirmed the scholarships that will be available for AATF members for summer 2010. 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 2009-2010. Preference will be given to members who have been in good standing since January 1, 2008.

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 (2007-2009) are also not eligible.

Scholarship recipients must agree to make a presentation at a major foreign language conference in 2010-2011.

Application forms are available on the AATF Web site [www.frenchteachers.org], or can be requested from National Headquarters. Forms can be duplicated. 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, 2010**, to be considered.

## AATF MEMBERSHIP DRIVE

The AATF is again sponsoring a membership recruitment campaign. Membership in your professional association is the business of each member. Just as we seek to promote the study of French among our students and administrators, we must also promote membership in the AATF to all our colleagues, in particular our younger colleagues. We ask you to reinforce the benefits of belonging to a professional association to your colleagues.

### How It Works

We are offering a special three-for-one incentive to current members to recruit new members. If the current member can get three new members to join, 2010 membership will be free. The requirements are:

- the three new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- the current member's preprinted renewal invoice should, if possible, accompany the three new forms;
- if the current member has already paid dues for 2010, the free membership will be applied to the next calendar year; no refunds will be made.

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

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

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

### **FRENCH TV ON-LINE**

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

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



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



nities.

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

- \_\_\_\_\_ 80<sup>th</sup> Anniversary Club (\$80)
- \_\_\_\_\_ Sponsor (\$500)
- \_\_\_\_\_ Patron (\$100)
- \_\_\_\_\_ Sustaining Member (\$50)
- \_\_\_\_\_ Other amount

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

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

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

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

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

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

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

- 12 publications per year
- National French Week
- National French Contest
- *Société honoraire de français*
- contests for students at all levels
- the work of 13 AATF commissions
- an award-winning Web site
- collaborative projects such as the National Standards for Foreign Language Learning
- promotional and advocacy materials for programs in difficulty
- annual conventions around the U.S. and in many Francophone locations (Quebec, France, Belgium, Martinique)
- more than 25 scholarships to France, Quebec, and Belgium
- more than \$10,000 in grants
- numerous awards and honors for members and their students and administrators

For more information on AATF activities, visit [[www.frenchteachers.org](http://www.frenchteachers.org)].

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

***Avec nos plus sincères remerciements!***

## 2010 ISE "LANGUAGE MATTERS" AWARD

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

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

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

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

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

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

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

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



## QUICK FACTS

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

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

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

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

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

### 2009 FUND FOR THE FUTURE

We would like to take this opportunity to thank all those dedicated AATF members who contributed at least \$50 to the Fund for the Future during the 2009 membership year.

#### SPONSOR

ELIZABETH JOINER (SC), JANE ROBERT (MO)

#### BENEFACTOR

PIERRE CAPRETZ (CT), HELEN CUMMINGS (MA), RUTH DOYLE (MO),  
PHYLLIS DRAGONAS (MA), EDITH FLOURIE (CA), MICHELE GRAGG (IL),  
CATHERINE KENDRIGAN (IL), WINSTON KOOMEY (TX),  
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MARGOT STEINHART (IL), CLARICE TRAYLOR (PAKISTAN),  
MARIE-L VAZQUEZ (NY)

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CATHERINE PORTER LEWIS (NY), DAVARA POTEL (OH), JOHN RASSIAS (VT),  
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ALBERT VALDMAN (IN), ROSALIE VERMETTE (IN), KATIA WOODS (FL)

# JULY 4-7

## PHILLY FUN!




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

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

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

### AATF MEMBERSHIP CARD AVAILABLE FROM NATIONAL HEADQUARTERS

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



American Association  
of Teachers of French  
Année \_\_\_\_\_

M., Mme/Mlle

-----  
est membre de l'Association Américaine de Professeurs de Français avec tous les privilèges et tous les droits qui s'y attachent.

Fait à Carbondale, Illinois, États-Unis d'Amérique

le \_\_\_\_\_ pour servir et valoir ce que de droit.

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La Secrétaire générale

## CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

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

#### PLATINUM LEVEL BENEFACTOR:

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

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

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

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

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

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

**www.languagepolicy.org**

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

To be published in December 2009

*France in the Twenty-First Century: New perspectives*  
*La France au XXI<sup>e</sup> siècle: nouvelles perspectives*

Marie-Christine Weidmann Koop & Rosalie Vermette, eds.

Summa Publications, Inc. ISBN 978-1-883479-61-9. Pp. 348.  
\$36.95 + \$4.00 S&H at <http://summapub2.googlepages.com>

Accompanied by a Web site with activities and regular updates.



## WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

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

### Eligibility Requirements

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

### Scholarship

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

### Application Form

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

## SUBMISSIONS TO THE FRENCH REVIEW

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

### NEW! CALENDRIER FRANCOPHONE

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



----- Calendars x \$20 each

----- Total enclosed

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

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

## SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information up on the Web site at [www.frenchteachers.org](http://www.frenchteachers.org). Click on National Headquarters, and you will see the link to information about starting a chapter, including the form, a sample constitution, suggestions for initiation ceremonies and the form to report new student initiates and information on ordering supplies.

We hope this will facilitate your communication with Executive Secretary Todd Knox who can be reached at H. Todd Knox, Executive Secretary SHF, 500 Montaigne Drive, Lafayette, LA 70506-6308; E-mail: [hkt0718@louisiana.edu](mailto:hkt0718@louisiana.edu). If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

## THE FRENCH REVIEW WELCOMES ARTICLES FOR A SPECIAL ISSUE ON QUEBEC

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

## 2010 AATF CONVENTION IN PHILADELPHIA

July 4<sup>th</sup> in Philadelphia is the place to be. Fortunately, the AATF has chosen this historic city and date for 2010. The French influence is everywhere, from the signers of the Declaration of Independence who were deeply indebted to the French *philosophes*, to Benjamin Franklin, who charmed the court of Louis XVI, to the DuPont family who brought the French influence to Longwood Gardens, Nemours, and throughout the Delaware Valley. Come, visit these and many other historic and cultural places!

Your local committee has planned a tour of French Philadelphia, where you will board a vintage trolley to visit many spots that you will read about in the publication you will receive with your registration. You can also visit the world-renowned Barnes Foundation, which houses one of the most complete Impressionist collections outside of France. Early registration is imperative for this famous spot, so plan to reserve as soon as you receive your information. You can also walk through historic Philadelphia, just a stone's throw from our hotel in Society Hill. We will provide you a guided walking tour. You can have dinner in the City Tavern, where early Americans discussed the Declaration of Independence. A leap to the twenty-first century will bring you to *La Crêperie*, whose owner from the Côte d'Ivoire will transport you to her Francophone country. Or you can dine at *Bistrot La Minette*, where France will come alive in gastronomic treats.

Many other spots await you. The Philadelphia Museum of Art and the Rodin Museum, the most important after Paris, are easily accessible through public transportation right near the hotel. The Art Museum is open on Friday evenings, so plan to come early. Philadelphia hosts all sorts of events for the July 4<sup>th</sup> weekend. You can view the fireworks at Penn's Landing from the hotel, or join in many other festivities there, at easily accessible Independence Hall, or on Benjamin Franklin Parkway. The whole family will enjoy the celebration.

Not far from Philadelphia you will find the Amish country in Lancaster County, which also features Hershey Park, with entertainment for the whole family. Valley Forge Park is even closer, with souvenirs of the American Revolution, and Lafayette as our major French connection. Right here in town, you can watch the champion Philadelphia Phillies play baseball. You can also visit Atlantic City, Washington D.C., or New York City on day trips. Your local committee is planning a post-convention trip to New York, with visits to the United Nations and a tour in French, the Metropolitan Museum, several optional sites, and a French dinner.

Keep checking the *National Bulletin* and

the AATF Web site for updated information. You will soon find links to Web sites directing you to these and many other options. We know that you will find inspiration for your classes, your personal enrichment, and all the family in Philadelphia. Plan now to join us from July 4-7, 2010. Come early and stay a while!

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

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

Vol. 83, No. 2 (December 2009)

Articles include the titles below and more:

- "Prononcer *mâle* ou prononcer *mal*: Linguistic Markers of Effeminacy in Early Modern French" (Bullock and Eilderts)
- "Of Discourse about the *Beur* in France and in the American University Today" (Aitel)
- "Unconditional Consent as Lifestyle: *La Vie sexuelle de Catherine M.* by Catherine Millet" (Rocheron and Fayard)
- "La Poésie précaire de Georges Perros" (Trudel)
- "Sur des Vers de Georges Sand ou le Flirt poétique d'Aurore" (Garneau de l'Isle-Adam)
- "A Multiple Literacies Approach to the Advanced French Writing Course" (Willis Allen)
- "Entretien avec Osvalde Lewat-Hallade, jeune réalisatrice d'origine camerounaise" (Chilcoat and Ndiaye)

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

### PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars (see page 32). Each year's calendar will have a different theme, and we are looking for contributions of photographs for future years. Upcoming themes may include, monuments, nature, iconic images, Paris, castles, Quebec, Francophone Africa, the Caribbean. Submit photographs or questions to Jayne Abrate at [abrate@siu.edu].

## CORRIGÉ DES EXERCICES

Les activités se trouvent à la page 19.

- I.
  1. Quand donc cesserez-vous de me rebattre les oreilles avec cette histoire?
  2. N'étiez-vous pas apte à prendre le volant?
  3. SOHO signifierait-il...?
  4. Est-ce-que ce terme aurait pu être utilisé dans mon essai?
  5. Est-ce-qu'ils ont été attrapés sans permis de conduire?
- II. Réponses au choix de chacun
- III.
  1. Être drogué à la cocaïne
  2. Il ne vaut rien
  3. Manger des aliments légers
  4. Son fils est homosexuel
  5. Ce produit sera bientôt mis sur le marché
  6. La police va enquêter sur cette affaire.
  7. Le G8 a conclu certains accords
  8. Ce disque représente le florilège de ce chanteur
  9. Le Président va consulter son équipe (ou centre) de recherche
  10. C'est une personnalité difficile à cerner
- IV.
  1. Retrait de permis de conduire
  2. Conduire en état d'ébriété
  3. Les conducteurs seniors sont une catégorie à risque
  4. Délivrer un permis de conduire
  5. Résilier un contrat d'assurance auto
  6. Un accident meurtrier
  7. Se faire véhiculer
  8. Souffler dans le ballon
  9. Le covoiturage
  10. Relever la franchise du contrat d'assurance
- V.
  1. Pour encourager l'industrie automobile l'État donnera une prime à la casse
  2. Bien que ma voiture soit une épave je n'en n'achèterai pas une nouvelle
  3. À supposer que vous ayez un petit verre dans le nez à cette réception partez avec votre chauffeur.
  4. Ce projet ne sera pas finalisé à moins que les chefs d'État n'y mettent de la bonne volonté
  5. Cette dame pourra rester chez elle à condition qu'elle ait une aide à domicile.

### UPCOMING AATF CONVENTIONS

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

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



# THE IMPACT OF THE ATLANTIS DOUBLE DEGREE PROGRAM ON FRENCH MAJORS AT CANISIUS COLLEGE

The Atlantis Double Degree program at Canisius College was established in 2007. The program links Canisius with the University of Strasbourg in France and the University of Antwerp in Belgium in the awarding of Bachelor's degrees in international business. As the program is now designed, Canisius students can choose to spend one academic year at either European institution and in that time earn a European Bachelor's degree from the host institution. Those credits transfer back and are used to fulfill the degree requirements for a Bachelor's degree in international business at Canisius. Conversely, students from the European institutions come to Canisius for a year and earn the U.S. degree. The credits transfer back to their home institutions and are used to fulfill degree requirements in Europe. Thus, the students earn double degrees in international business without extending the length of study for their programs. The program was developed under the auspices of the U.S. Department of Education through their Fund for the Improvement of Post Secondary Education (FIPSE) and the European Commission.

One of the stipulations of the funding from the U.S. government was that Canisius students also be required to study a language of the European Union other than English such that they can demonstrate a professional level of proficiency. Thus, students who are motivated to seek the double degree in international business are also provided the incentive to improve their language skills. Given that the two European languages spoken at the E.U. partner institutions are French and Dutch, Canisius students must demonstrate their language proficiency in one of those two languages. French language proficiency examinations are conducted and scored by Eileen Angelini according to the ACTFL Proficiency Standards. On average, those students with no prior knowledge of French before entering the Atlantis program, leave the program with a proficiency rating of Intermediate-Mid, and those students with prior knowledge of French complete the program with a rating of Advanced-Mid.

As the program has developed, it has been the case that Canisius students have chosen to develop their French language skills. This is to be expected because the College does not offer courses in Dutch as part of the regular curriculum. So, students cannot develop their language proficiency in Dutch before they go to Europe. However, Canisius offers a full range of French courses that lead to a major in French. In

addition, many students come to the College with strong backgrounds in French language from their high school studies. We have even had students with no French backgrounds who have been motivated to study intensively to bring their proficiency up to the required level. Thus, it is not surprising that students in the Atlantis program have worked hard both before and while they are in Europe to improve their French language ability. What has been surprising is the number of students who have chosen to double major in International Business and French.

It is an understatement to say that the success of the Atlantis Double Degree program has led to a significant increase in the number of students majoring in French. At the start of the 2007-2008 academic year, the approximate number of French majors (whether single or dual) was eighteen. Of these eighteen majors, roughly one-fifth were dual majors with International Business. As of the 2009 spring semester, there were thirty-two French majors, of whom twelve were participating or were eligible to participate in the Atlantis program. Clearly the students are motivated to learn or enhance their French skills because they see an added benefit to their chosen career. The practical nature of learning French is key for these students. As such, another popular dual major at Canisius is French and International Relations.

The Atlantis program exemplifies the *National Standards for Foreign Language Learning in the Twenty-First Century*, most especially connections with other disciplines. Furthermore, the French Language Initiative promoted by AATF and the Cultural Service of the French Embassy stresses that "learning French opens the doors to dozens of countries and cultures and millions of French-speakers" [TheWorldSpeaksFrench.org]. Canisius students have the advantage of earning a degree from a U.S. institution of higher learning as well as one from a European one, all while being immersed in the French and Dutch languages.

It is clear that the Atlantis program has had the greatest impact on the study of French and the number of students majoring in French at Canisius College. While in Antwerp, students take introductory language courses in Dutch and thus begin their immersion process in the Dutch language and culture. However, it is important to note that even though the students do not major in Dutch and do not take their proficiency examinations in Dutch, they are required to take both languages—just not both to the same level of proficiency.

Many of the Atlantis program students choose to go to Strasbourg for a full academic year and then to Antwerp for a summer or fall semester of study, and we miss having them in class. The reward is when these students return from their time abroad; the wealth of experiences that they share with fellow classmates is invaluable. How better to encourage other students to study French than to have first-person testimony from one of their peers?

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Canisius College (NY)  
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## CONGRÈS DE PHILADELPHIA

Submit your proposals on-line by  
**December 15, 2009** at  
[www.frenchteachers.org].

## BOURSE D'EXCELLENCE GASTON-MIRON

L'Association internationale des études québécoises (AIEQ) annonce le concours pour la Bourse d'excellence Gaston-Miron, édition 2010, qui permettra à un(e) jeune chercheur(e) en littérature québécoise provenant de l'extérieur du Québec et du Canada de venir parfaire ses connaissances sur un sujet littéraire québécois pendant un semestre au Québec. Le comité de sélection donnera priorité, sans toutefois exclure les autres, aux demandes provenant de jeunes chercheurs ayant 6 ans et moins d'expérience.

Pour obtenir la Bourse d'excellence Gaston-Miron, le candidat doit :

- étudier au doctorat ou au postdoctorat ou encore être en début de carrière.
- être domicilié à l'extérieur du Québec et du Canada.

La bourse est d'une somme de 5000\$ (Can.). Date limite d'envoi des dossiers de candidature par la poste ou par courriel: **20 mars 2010**.

Pour tous les renseignements concernant cette bourse, visitez [www.aieq.qc.ca/aide/formulaire.miron.2010.pdf]. Association internationale des études québécoises, Web: [www.aieq.qc.ca], Place Royale, 32 rue Notre-Dame, Québec (QC) G1K 8A5 Canada.

# AATF MATERIALS CENTER

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

## PROMOTION OF FRENCH (MEDIA)

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

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

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

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

## PROMOTIONAL FLYERS (sample copy available on request)

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

- **Help Wanted: Encourage Students to Learn French**
- **Ten Reasons to Learn French**
- **Speaking French: an investment in the future**
- **Why French FLES\*?**
- **French by the Numbers**
- **French is Not a "Foreign" Language**
- **Why Learn French?**

## AATF PROMOTIONAL ITEMS

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

**AATF Notepads:** *Le français en Amérique du Nord* (1/2 sheet, 50 sheets per pad): \$2 each (\$2.50)

**AATF Bic Clic Pens:** AATF and Forward with French on black and red pen. 6 for \$3.50; 10 for \$6 (10 for \$8)

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

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

## TEACHING MEDIA

**Couleurs et parfums: Apprendre le français grâce à l'héritage de Carole Fredericks,** music CD and teacher's manual with lyrics, lesson plans, and activities. \$49.95

**La France divisée,** 36-min. documentary exploring two sides of France during WWII, collaboration and resistance. Study guide. DVD: \$25 (\$35); study guide \$5 (\$6)

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

**Reflets français,** 58-min. video featuring the songs of Éric Vincent and the sights of Paris. Includes study guide. \$20 (\$30)

## MEDALS AND AWARDS

**Les Armes de Paris,** 2-in. bronze medal, engravable back. \$18 each or 3 for \$45 (\$20 each or 3 for \$54)

**AATF medallions,** 1½-in. blue, gold, and white cloisonné enamel; reverse side plain. Please specify design. French hexagon, with "American Association of Teachers of French" around perimeter. \$6 each or 3 for \$15 (\$7.50 each or 3 for \$20)

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

## OTHER MATERIALS

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

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

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

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

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

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

**Un Calendrier perpétuel.** Revised (2006). 104-page *calendrier* highlights events and people from the Francophone world. List of Web sites, bibliography, complete index, glossary, and brief Teacher's Guide. \$15 (\$18)

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

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

**Color Notecards:** 12 notecards with envelopes featuring 6 different color

designs from winners of the FLES\* Poster Contest; blank inside. \$12 (\$16)

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

## T-SHIRTS

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

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

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

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

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

## WORLD SPEAKS FRENCH MATERIALS

See page 47 for ordering information.

## AATF FLES\* COMMISSION REPORTS

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

**Promoting FLES\* Programs** (2004) \$9

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

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

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

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

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

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

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

**Implementing FLES\* Programs** (1991) \$8

**Innovations in FLES\* Programs** (1990) \$8

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

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

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

# CALENDAR OF EVENTS

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

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

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

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

**LINGUISTIC SOCIETY OF AMERICA**, January 7-10, 2010, Baltimore, MD. Information: LSA, 1325 18th Street N.W., #211, Washington, D.C. 20036-6501; Telephone: (202) 835-1714; Fax: (202) 835-1717; Web: [www.lsadc.org]

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

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

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

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

**NORTHEAST CONFERENCE ON THE**  
Vol. 35, No. 2 (Nov. 2009)

**TEACHING OF FOREIGN LANGUAGES**, March 25-27, 2010, New York, NY. Information: Rebecca Kline, Executive Director, NECTFL, c/o Dickinson College, PO Box 1773, Carlisle, PA 17013-2896; Telephone: (717) 245-1977; Fax: (717) 245-1976; E-mail: [nectfl@Dickinson.edu]; Web: [www.nectfl.org]

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

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

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

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

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

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

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH (AATF)**, July 4-7, 2010 , Philadelphia, PA. Information: Jayne Abrate, Executive Director, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510. Telephone: (618) 453-5731; Fax: (618) 453-5733; E-mail: [abrate@siu.edu]; Web: [www.frenchteachers.org].

**AFRICAN STUDIES ASSOCIATION (ASA)**, NOVEMBER 18-21, 2010, San Francisco, CA. Information: Kimme Carlos, Annual Meeting Coordinator, Rutgers University, Douglass Campus, 132 George Street, New Brunswick, NJ 08901-1400; Telephone:

(732) 932-8173; Fax: (732) 932-3394; E-mail: [annualmeeting@africanstudies.org]; Web: [www.africanstudies.org].

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

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

## FREE TEACHING MATERIALS AVAILABLE THROUGH EMBASSY OF SWITZERLAND

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

There are also other materials that can be ordered:

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

To order any or all of these free items, please write to Christine Rütimann at [christine.rutimann@eda.admin.ch] at the Cultural Section of the Embassy of Switzerland, Cultural Section, 2900 Cathedral Ave., NW, Washington, DC 20008.



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### 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 of proposals for the 2010 AATF convention in Philadelphia (see page 32)
- January 1 Change in AATF Regional structure takes effect (see September issue)
- January 20 Deadline for receipt of applications for ASAP Scholarship (see page 10)
- February 1 Deadline for receipt of nominations for the 2010 Dorothy Ludwig Excellence in Teaching Awards (see page 14)  
Deadline for receipt of nominations for the 2010 ISE Language Matters Award (see page 29)  
Deadline for submissions for the April *National Bulletin*
- February 15 Deadline for submission of AATF Summer Scholarship applications (see page 27)
- February 24 Deadline for submissions of FLES\* Poster Contest entries to Chapter Presidents (see page 18)
- March 1 Deadline for submissions for AATF Small Grants (see page 13)
- March 20 Deadline for submission of applications for the *Bourse d'Excellence Gaston Miron* (see page 33)
- March 15 Deadline for submission of Walter Jensen Scholarship applications (see page 31)
- July 4-7 AATF Annual Convention in Philadelphia (see page 32)
- August 1 Deadline for receipt of submissions for the *French Review* special issue on Quebec (see page 31)  
Deadline for submissions for the September *National Bulletin*

### AATF PLACEMENT BUREAU

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

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

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