Compte-rendu du congrès de Philadelphie

J'ai beaucoup aimé les 4 jours du congrès. Je suis rentrée enrichie, stimulée et prête à relever de nouveaux défis.

J'ai été à plusieurs autres conventions, mais cette, dédiée aux enseignants, a été une superbe opportunité de parler avec les enseignants à tous les niveaux. C'était trop intime pour parler avec beaucoup de gens et d'entrer en discussions réelles.

Superbe! As my first AATF convention, this exceeded every expectation.

Lisez le rapport sur le congrès de Philadelphie et préparez-vous pour un voyage à Montréal du 6 au 9 juillet prochains. Faites une proposition, devenez candidat pour le Future Leaders Fellowship Program ou pour une bourse de séminaire. Fêtons le français dans la deuxième ville francophone du monde.

Inspiration

800 New Jersey students were treated to a concert by the Cajun group, FeuFollet.

Cherchez dans ces pages des idées pour organiser votre propre rendez-vous du français, célébration de la Semaine du Français ou activité d'immersion.

Advocacy

This site introduces the reader to over a hundred people who have majored in French and gone on to interesting and successful careers outside professional translating and the French classroom.

Deuxième congrès de Philadelphie

Consultez l'Advocacy Depot ou le Wiki pour vous resourcer de stratégies et de documents pour promouvoir votre programme ou pour parler des coups qui pourraient vous menacer ou vous surprendre.

Recrutement

Je vous encourage à convaincre au moins un(e) collègue à se joindre à vous comme membre de l'Association. Si vous réussissez à recruter deux nouveaux membres, vous bénéficiez également d'une cotisation gratuite.

Vous trouverez tout cela et davantage encore dans les pages qui suivent. Régalez-vous!

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2010 AATF SUMMER SCHOLARSHIP WINNERS

Université McGill: Ana Tamayo (NJ)

Gouvernement du Québec: Christy Boise (NY), Robert Engle (CA), John Fields, Jr. (FL), Amy Graboski (NJ), Ellen Grimsdale (CO), Eileen Ketchum (PA), Amy King (TX), Rachel Ritterbusch (WV), Anne Trumbo (VA), Tonya Wagoner (KY)

France: Parnell Beaubrun (NJ), Katie Kuhner (PA), Gloria Maliszewski (IL), Lara Mangufico (MD), Richard Monahan (MA)

Walter Jensen Student Scholarship: Cara Landrigan (IN) nominated by Nancy Virtue

Communauté française de Belgique: Koffivi Houngrblame (GA), Jacqueline Shrake (OH)

AATF NATIONAL BULLETIN
Volume 36 Number 1 (September 2010)

Editor: Jane Black Goepper, Cincinnati, Ohio
Reading Committee: Therese C. Clarke, Dept. of Modern and Classical Languages, Buffalo State University, NY; S. Pascale Dewey, Kutztown University, PA; Gisèle Loriot-Raymer, Northern Kentucky University, Highland Heights, KY; Elizabeth Miller, Crystal Springs Uplands School, CA; Samia I. Spencer, Auburn University, AL.

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

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

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

C'est déjà la rentrée! J'espère que vous avez tous passé de bonnes vacances, et que vous êtes en bonne forme pour commencer une nouvelle année scolaire.

July in Philadelphia

What a grand convention it was in Philadelphia over the Fourth of July holiday! It was wonderful to see so many dear friends and colleagues there. The theme of "La Diversité francophone: passé, présent, futur" was evident throughout, as was a secondary theme of "New Partners for New Challenges." From a superb local committee to a wonderful hotel site on Society Hill in the heart of the historic district, all contributed to the cooperative and Francophone ambiance of this 84th AATF conference. From all reports, the convention was a great success, one of the best ever! If you didn't attend this convention in Philadelphia, then I hope to see you in Montreal in 2011.

Highlights of the conference included the opening keynote session, the visit of His Excellency Pierre Vimont, Ambassador of France to the U.S., and the many wonderful sessions on pedagogy, Francophone culture and literature, technology, promotion and advocacy. During the opening session we heard from the leaders of three partnership organizations. Brock Brady, President of TESOL, discussed the opportunities available for our students in the Peace Corps. David Brennick, President of the organization Canadian Parents for French, spoke about the birth and evolution of this group which now has over 26,000 members. It began because three Canadian Anglophone mothers wanted their children to have the opportunity to learn French. J. David Edwards, Executive Director of the Joint National Committee for Languages/National Council for Languages and International Studies, shared his insights on the situation in the nation's capital. He insisted that this is a "millennium moment" for foreign language programs in the U.S. He also stated: "No kid reaches the top monolingual." In a later featured session, Michel Robitaille, président-directeur général of the Centre de la francophonie des Amériques, spoke about the mission and programs of this organization. The winning student video projects he showed were outstanding. You can view them at the Centre Web site at [www.francophoniedesamericaines.com].

In his speech, Ambassador Vimont shared the history of the Organisation internationale de la Francophonie as well as thanked all teachers in attendance for their dedication to the teaching of French language and culture. Other speakers of note were Felino Martínez Álvarez of the Alliance française of Havana, Myriam El Yamani, author and President of the Maison internationale du conte de Montréal, Janine Tougas, author from Manitoba, and Manfred Overmann of the University of Educational Sciences of Ludwigshurg in Germany.

I would like to express my personal gratitude to all those who worked so hard to ensure the success of this conference. Sister Mary Helen Kashuba, AATF Vice-President, and her local committee organized the excursions, manned the hospitality booth, and worked tirelessly to do all they could to make our stay in Philadelphia a memorable one. After two full days of meetings prior to the conference, the Executive Council contributed in myriad ways, from working at the AATF exhibit booth to presenting and presiding throughout. Amy Hanson and Darla Phoenix of the AATF office deserve a special note of thanks for their outstanding work. I especially want to thank our Executive Director Jayne Abrate who organized the program, made all hotel and facility arrangements, and once again ensured that the entire conference was an enriching and worthwhile experience for our members.

"No kid reaches the top monolingual."

chapter members to become chapter leaders. We plan to offer a day and a half of leadership sessions prior to the Montreal conference. We hope that each AATF chapter will sponsor at least one member to apply for this outstanding opportunity. More details can be found on page 14 of this issue. The deadline for all applications is December 15.

AATF throughout the school year

It is September and the beginning of another school year. Starting afresh each fall is one of the joys of teaching. We begin with new students, perhaps in a new classroom or in a new school. We get the opportunity to rectify past errors and to concentrate on changing methodology, approach, and materials. It is challenging and exciting at the same time.

I would like to encourage you to integrate AATF materials and programs into your classes throughout the school year, starting with this rentrée. Here are some ideas:

In September, it is time to join the AATF or to renew your membership. Please encourage your colleagues who are not members to join and try your bes: to promote this organization which works so hard to provide wonderful opportunities for members. Read the National Bulletin for new ideas and important initiatives. Start inspiring your students to participate in the National French Week Essay and Poster Contests (see page 25). The deadline for submissions is October 15.

In October the first issue of Volume 84 of the French Review arrives. Spend some time with this outstanding publication. Order flyers and promotional items for National French Week, and start planning exciting activities for this important week.

Starting afresh each fall is one of the joys of teaching.

AATF Future Leaders Fellowship Program

I am pleased to announce that the AATF Future Leaders Fellowship Program will debut in conjunction with the conference in Montreal. Joyce Beckwith, Region I Representative, Randa Duvick, Region V Representative, and I are organizing this event to encourage
If you haven’t already done so, send in your membership dues and your ballot for Vice-President and Representative of Regions III, V, or VII.

In November, from the fourth to the tenth, celebrate National French Week. Nominate an administrator for the AATF Administrator of the Year award. The deadline is December 1 (see page 16). Gather special ideas and learn of chapter and regional news in this issue of the National Bulletin. Encourage a member of your chapter to apply for the Future Leaders Fellowship Program that will be held prior to the conference in Montreal.

In December, proposals for sessions for the 2011 conference in Montreal are due (see page 32). Nominate an outstanding colleague for a Dorothy S. Ludwig Excellence in Teaching Award (see page 31). Read the December issue of the French Review over your winter break. The deadline for proposals for the Montreal convention and the Leaders Fellowship Program is December 15.

In January, the recruitment of new students begins. Use AATF flyers to encourage students to study French, and promote your French program to parents, counselors, and all incoming students. Nominate an outstanding high school teacher for the ISE “Language Matters” Award. Read your National Bulletin and start planning to attend the conference in Montreal. Consider beginning the process to apply for an AATF Small Grant. You must work with your chapter, so it is best to begin early.

All applications for AATF Summer Scholarships are due by February 15. Please consider applying for a Summer Scholarship to Quebec, France, or Belgium, and enjoy the wonderful classes and immersion experiences these scholarships provide. Read the latest issue of the French Review.

March is the month of celebrations. There is National Foreign Language Week as well as La Semaine de la Francophonie. Now is the time to begin organizing an induction ceremony for the Société honorare de français. Also, AATF Small Grant applications are due March 1. Encourage a French major at your university to apply for the Walter Jensen Scholarship for Study Abroad. The deadline for this scholarship for a future teacher of French is March 15. Also, a new issue of the French Review arrives this month.

In April, you will receive both the French Review and the National Bulletin.

Start planning for summer by making travel plans for Quebec and sending in your registration for the conference at the Delta Centre-Ville Hotel in Montreal.

In May or June celebrate your outstanding students at an induction ceremony for the Société honorare de français, nominate an Outstanding Senior in French, and enjoy graduations and other end-of-year festivities. Then breathe a huge sigh of relief that you have survived another school year. Enjoy the special issue of the French Review focused on Quebec, which will inspire you as you make summer plans.

July brings another AATF convention! Be sure to include attendance at the convention in Montreal in your summer plans. Je vous donne rendez-vous à Montréal, à l’hôtel Delta Centre-Ville, pour notre 84e congrès annuel. Je vous promets un congrès superbe!

Ann Sunderland
President
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AATF PUBLICATIONS AVAILABLE

From the AATF Commission on Cultural Competence:


Prices are subject to change without notice.

From the AATF Commission on French for Business and International Trade


Prices are subject to change without notice.

FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that French Review Vols. 1-81 (1927-2008) 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.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].

Vol. 36, No. 1 (September 2010)
Chers Collèges,

Tout d’abord, je vous souhaite à toutes et à tous une bonne rentrée.

Promotion

Je vous prie de ne pas attendre pour faire de la promotion de vos efforts et du travail de vos élèves. Pensez déjà à faire participer vos élèves aux Concours d’affiches et d’essais pour la Semaine du Français (voir page 25) et consultez le site Web pour des idées d’activités promotionnelles et pédagogiques que vous pouvez planifier pour la Semaine du Français du 4 au 10 novembre (voir aussi page 14). Préparez vos élèves pour le Grand Concours au mois de mars. Nommez votre meilleur(e) élève pour un Outstanding Senior in French Award. Organisez, si vous ne l’avez pas encore fait, un chapitre de la Société pforums économiser jusqu’à 4200$ par an en frais de poste si tout le monde renouvelle avant cette date.

Nouvelles technologies

Vous avez peut-être remarqué quelques changements au site Web. Nous avons fait appel à un dessinateur pour changer le look du site, mais malheureusement nous avons rencontré au cours de l’année passée de nombreuses problèmes d’accès au serveur qui nous ont empêché de finir la mise à jour aussi rapidement que l’on aurait voulu. Le transfert au nouveau design est terminé, et nous procérons à une analyse et à une réorganisation du contenu pour le rendre aussi accessible que possible. Il y a une quantité impressionnante de documents sur le site en plus des renseignements utiles pour le que ces nouvelles méthodes de communication intéresseraient non seulement des membres de l’AATF mais aussi des élèves et des Francophiles.

Nous avons des projets aussi pour communiquer plus régulièrement avec les membres de l’AATF par mail. Un nouveau logiciel nous permet de personnaliser et de mieux cibler les envois.

Nous avons accueilli lors de notre dernier réunion du Conseil d’administration un nouveau rédacteur en chef de la French Review, Edward Ousselin de Western Washington University. Sous sa direction, vous remarquerez toujours la qualité pour laquelle la French Review est réputée, mais vous découvrirez aussi de nouveaux projets parallèles qui s’affichent sur Internet.

Défense du français

En cette période de crise économique, nous devons rester vigilants face aux défis qui pourraient menacer les programmes de français. Malgré toutes les histoires de crises et d’éliminations, il reste quand même quelques endroits où le français se portent bien, où l’on embauche de nouveaux professeurs et où les inscriptions augmentent. Les membres du Conseil d’administration et de la Commission de l’AATF sur la Défense du français continuent à répondre à l’appel des professeurs afin de les aider à faire face à des administrateurs prêts à éliminer le français (voir page 30). Consultez aussi le French Language Advocacy Wiki (page 35).

N’hésitez pas à nous contacter si vous vous trouvez en pareille situation ou si vous connaissez des collègues en difficulté.

honoraire de français (page 40). Profitez de chaque occasion que vous pouvez identifier pour mettre en valeur le travail de vos élèves par des concours, des manifestations en dehors de la salle de classe et des événements promotionnels. Plus vous faites parler de vous, plus il sera difficile de s’attaquer à votre programme.

Renouvellement et recrutement

Nous venons d’envoyer à chaque membre de l’AATF un appel à renouveler votre cotisation pour 2011. Plus que jamais, nous avons besoin de vous pour continuer à soutenir les efforts de nos membres. L’AATF est la seule association complètement dévouée à la promotion et à l’enseignement du français à tous les niveaux.

Je vous encourage à convaincre au moins un(e) collègue à se joindre à vous comme membre de l’Association. Si vous réussissez à recruter deux nouveaux membres, vous bénéficiez vous-même d’une cotisation gratuite (voir page 16). Vous pouvez payer votre cotisation en ligne sur notre On-Line Store ou en renvoyant le formulaire dûment rempli. Nous vous demandons de bien vouloir envoyer votre renouvellement avant le 1er janvier. Nous Grand Concours ou pour la Société honoraire de français. Dès que vous avez un moment, pensez à le visiter afin de vous familiariser avec ce qui vous attend.

Grâce à l’enthousiasme de plusieurs membres de la Commission sur la Télématique et les nouvelles Technologies, présidée par Lara Lomicka Anderson (SC), nous avons pu lancer l’automne dernier une page Facebook qui a connu plus de mouvement suite au tremblement de terre qui a frappé Haïti. Nous allons annoncer dans les semaines qui viennent quelques activités afin d’y encourager la création d’un vrai communauté de professeurs de français. Le Babillard des membres déménagera bientôt sur la page Facebook aussi. Vous le trouverez à [www.facebook.com/AATFFrench].

Nous avons également un compte Twitter où nous affichons des faits d’actualité, des annonces susceptibles d’intéresser les membres de l’AATF et des renseignements sur le monde francophone. Notez que vous pouvez vous y abonner pour recevoir des SMS sur votre téléphone portable ou vous pouvez accéder directement au compte [www.twitter.com/AATF]. Nous espérons

Congrès


Société honoraire de français


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

The 83rd annual AATF Convention, July 4-7, 2010 at the Sheraton Society Hill in Philadelphia, had as its theme, "La Diversité francophone: passé, présent, futur." It actually began a day early with a pre-convention Trolley Tour in French of historic Philadelphia and an excursion to the duPont de Nemours Mansion.

The AATF Executive Council spent two days deliberating and doing the Association's business before the convention began. They met on July 2 and 3.

The convention opened officially on Sunday, July 4. AATF President Ann Sunderland welcomed attendees and then she introduced the keynote speakers, Brock Brady, Peace Corps and President of TESOL, David Brennick, President of Canadian Parents for French, and J. David Edwards, Executive Director of JNCL/NCLIS, all of whom participated in a round table discussion entitled "New Partners for New Challenges." After the opening session, nearly 200 congressistes and guests attended the Welcome Luncheon where Michel Robitaille, président-directeur-général, Centre de la francophonie des Amériques, gave a brief talk.

Sessions and workshops began in earnest following the luncheon and continued throughout the next two and a half days. A special round table entitled, "Parcourir la francophonie des Amériques: des outils pédagogiques destinés aux professeurs de français," organized by the Centre de la francophonie des Amériques and featuring Michel Robitaille, Myriam El Yamani, présidente de la Maison internationale du conte de Montréal, and Janine Tougas, auteure du Manitoba. To close the first day, participants were able to get an initial look at the Exhibit Hall (find out more about our exhibitors on the AATF Exhibitor Web page at [www.frenchteachers.org]) during a wine and cheese reception cosponsored by the AATF and, as they have for many years, by the Cultural Service of the French Embassy in Washington.

In the evening, attendees took advantage of the Fourth of July holiday to experience the fireworks and other celebrations along the river or from the upper floors of the hotel.

Day 2 was a full day of sessions and workshops, many highlighting the theme of the convention. During the lunch break, many members participated in the sixth annual Dictée organized by Marie-Simone Pavlovich, herself a finalist in la Grande Dictée run by Bernard Pivot. Winners were announced at the beginning of the AATF Delegate Assembly (see page 34).

More than 100 attendees awaited with anticipation the arrival of His Excellency Pierre Vimont, French Ambassador to the U.S., who traveled to Philadelphia especially to speak to AATF members.

Guest speakers included Manfred Overmann, Université des Sciences de l’Éducation de Ludwigsburg (Allemagne) and Felino Martinez, Alliance française de Cuba. In addition, our three keynote speakers also gave individual presentations. Other special sessions and meetings included numerous exhibitor and commission sessions as well as meetings of the National French Contest Administrators and Société honoraire de français sponsors (see the complete program on the AATF Web site).

Day 3 of the convention was equally busy. In addition to many sessions, there was a morning coffee break in the exhibit hall where lucky attendees won valuable prizes at the exhibitor raffle. The raffle was expertly organized by AATF staff member Amy Hanson with help from the Local Committee. Be sure to check out the Exhibitor Web page on the AATF Web site at [www.frenchteachers.org].

In the afternoon, the AATF Assembly of Delegates met for the annual business meeting to ratify the decisions of the Executive Council. The final portion of the meeting was devoted to breakout sessions on recruitment and retention.

More than 80 members participated in the Awards Banquet (see individual winner profiles in this issue). Following dinner, we welcomed
CONVENTION IN PHILADELPHIA

three new honorary members (see page 35): Malika Mokkedem, Christopher Pinet, and J. David Edwards; honored Outstanding National French Contest Administrators (page 9) and recognized our outgoing Executive Council members, Past-President Marie-Christine Koop, former Region I Representative Madeline Turan who finished her term on December 31, 2009, Region III Representative Alice Cataldi, Region V Representative Randa Duvick, and Region VII Representative Jacqueline Thomas who will all finish their terms on December 31. Among the numerous award recipients were Polly Adkins, Joyce Strojny, and Janine Spencer who received the 2010 AATF Dorothy S. Ludvig Excellence in Teaching Awards (see page 15). This award is sponsored by former AATF Region I Representative and Honorary Member Robert Ludwig who provides a cash award for the recipients which they receive in addition to complimentary membership in the AATF and a one-year subscription to Le Français dans le Monde. This year, we awarded for the fourth time, the AATF CERAN Lingua Outstanding Chapter Officer Award which was won by Mary Vogt, Past-President of the Colorado-Wyoming Chapter (see page 16). She will enjoy a one-week stay in one of the CERAN Lingua programs. Intercultural Student Experiences again sponsored the ISE Language Matters Award which was given to Megan Iranpour (see page 43). The award includes a cash prize, and ISE representative Anca Coleman was on hand to make the presentation. We also were delighted to recognize Sister Mary Helen Kashuba, Vice-President and Local Committee Chair, as well as Local Committee members, Barbara Barnett, Mary Rollinger, Alice Cataldi, Kathy Clark, Elaine Danford, Rita Davis, Dianne Goddard, Monique Laird, Susan Ledieu, Bonnie Macallister, Rochelle Ostroff-Weinberg, Loretta Perthes, Joanne Silver, Emily Wagner, and Susan Zeager, whose help was invaluable in making the convention a success.

When the awards and photos were over, the attendees were treated to a concert of French music by singer Claudia Beechman.

Those who did not have early departures were able to take advantage of the final half-day of sessions and workshops. Following the convention, many attendees stayed to participate in the post-convention excursions to the Barnes Museum and to Longwood Gardens on July 7 and to New York City on July 8.

The weather was magnificent, and attendees explored Philadelphia, visiting museums, sampling restaurants, and admiring historical sites. In short, the 362 participants were able to enjoy 113 sessions and 3 workshops, 35 exhibit booths, numerous guest speakers, and several unique excursions. The AATF would like to thank the staff members who helped make the convention such a success, Administrative Assistant Darla Phoenix and Amy Hanson, who helped us throughout the process of planning and running the convention. AATF staff members were aided in their work by all the members of the Executive Council, the personnel of the Sheraton Society Hill Hotel, and our now-familiar AV technician Michael Hankins or Technology Express. Finally, the Local Committee worked tirelessly to ensure a memorable convention. The AATF would like to thank the speakers, exhibitors, and sponsors without whom the convention could not have happened.
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CELEBRATE NATIONAL FRENCH WEEK
NOVEMBER 4-10, 2010
AATF NATIONAL FRENCH CONTEST
ADMINISTRATORS OF THE YEAR

SMALL CHAPTER
Joseph Théroux, 2010 winner, has administered the Grand Concours for the
Rhode Island AATF Chapter for the last six years. In addition, Joe serves as
Chapter Treasurer. Together with the board of directors of the chapter, he has
made several changes in the administration of the Grand Concours resulting in a
97% increase in participation over the last year.

Joe has been a teacher of French and Spanish at Bishop Hendricken High
School in Warwick, RI since 1988 and chairs the Department of Modern
Languages. Previously, Joe taught French and Spanish at Framingham
South High School and Milton High School in Massachusetts. Additionally, he
has taught as an adjunct professor of French at the Community College of
Rhode Island.

Joe has been the recipient of several awards over the course of his teaching
career. In 2004, he was inducted into the Hendricken Hall of Fame as a distin-
guished faculty member. In 2006, he was named to Who's Who Among America's
Teachers. Joe received the Mary Borra Award from the Rhode Island Foreign
Language Association for an innovative
teaching methodology involving the
implementation of a Culture Fair for the
students at Hendricken. In addition to his
teaching duties, Joe is a church organist
at St. Mary's Church in Carolina. Joe lives
in Charlestown with his wife Andrea and
their three children, Jonathan, Marie, and
Nicolette.

LARGE CHAPTER
From Paris to Atlanta... 2010 winner
Valérie White and her family lived in
England, Ireland, and France before
arriving in Atlanta in 1991. Valérie was
an experienced English teacher who was
soon in demand as a French teacher—and
was hooked! Since 1998 she has taught
in the Fulton County School System, most
recently at Northview High School. She
first helped with the Grand Concours in
2005, and has been Chapter Administra-
tor since 2006. Valérie's husband shares
her passion for all things French, so now
that their two children are grown, their
social life often revolves around French
classroom activities and Francophone
activities in Atlanta. This is a period of
change for Valérie, who recently became
a grandmother, and who is planning to
retire soon and move to— you guessed it—
France!

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

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

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

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

The full table of contents can be found at
[www.frenchteachers.org/hq/materials/switbelgvolume.pdf]
Christopher Pinet, outgoing Editor in Chief of the *French Review* and professor at Montana State University (MSU), was awarded the rank of *Officier dans l’Ordre des Palmes académiques* from the French Ministry of Education for his longtime scholarship of French culture and his editorship of the *French Review*. He received his medal from Patrice Servantie, *Consul général adjoint au Consulat de France à San Francisco*, in a ceremony held April 22 before a room crowded with family, friends, and well-wishers. M. Servantie remarked: “Throughout your life, you have nurtured a profound family connection with France. You have made a wonderful and effective contribution to our country with your real ability to understand its culture and history.”

Barbara Ransford, former AATF Vice-President and Arkansas Chapter President, was posthumously awarded the rank of *Chevalier dans l’Ordre des Palmes académiques*. Barbara’s husband George Ransford was presented the medal by Béatrice Moguel-Moore, Honorary Consul of France for Arkansas. Barbara now joins Susan Grier as an Arkansas recipient of this high honor.

AATF Summer Scholarship recipient Christina Sturm gave a presentation entitled, “Experiences in Strasbourg,” based on her *stage* in France, which was chosen as an outstanding session of the 2009 Minnesota Conference on the Teaching of Languages and Cultures. She was invited to reprise this presentation at the 2010 MCTLC conference.

Jacqueline Thomas, AATF Region VII Representative and Regents Professor at Texas A & M University-Kingsville, was honored with the rank of *Chevalier dans l’Ordre des Palmes académiques*. For nearly 40 years, Dr. Thomas has worked to promote French culture and language. The *Consul général de France à Houston*, Pierre Grandjouan, presented her with a medal during a ceremony on April 27. Afterward, the *Consul* received the key to the city of Kingsville. Thomas began teaching in 1969 and joined the Texas A&M-Kingsville faculty in 1981. She has incorporated authentic elements of French culture in her classroom and beyond, sponsoring concerts of French music and theatre, screenings of French films, French food tasting and colloquia focused on a host of French themes, from famous authors to popular composers.

Rebecca Valette, AATF Past-President and Professor Emerita of Boston College, was among the first five American recipients of gold medals for the promotion of French language or culture, from la Renaissance française, a French non-profit organization founded in 1916 by French President Raymond Poincaré. France’s ambassador to the U.S., his Excellency Pierre Vimont, made the presentation at an awards ceremony April 1 at his Washington, DC residence. Valette was one of two honorees who received the organization’s highest award, *La Médaille d’Or de la Renaissance française*, which recognizes those who have rendered eminent and exceptional service. It cites that she was honored for her broad influence on French teaching in the U.S. The other highest award recipient was former U.S. Congressman Amory Houghton, Jr., who in 2003 founded the Congressional French Caucus. Recipients of medals in other categories were: Professor Hugh Macdonald, Washington University in St. Louis, who received the *Médaille d’Or du Rayonnement culturel* for his scholarship on Berlioz and cycling champion Lance Armstrong who received the *Médaille d’Or de Solidarité et Valeur* for contributions in sports and charitable works. AATF Honorary Member and media expert Adam Steg received the *Médaille d’Or du Mérite francophone* for outstanding technology and media support to French language teachers across the U.S. A native of New Orleans, Adam has traveled around the country helping teachers incorporate technology in their classrooms. From Minitel to video to Internet to TV5, he is always ready to provide technical expertise to beginners and advanced users alike. His workshops also incorporate sound pedagogical suggestions along with technology.

At the April 1 event, AATF member Jane Roberts was introduced as the president of the newly-created U.S. Delegation of la Renaissance française. *La Renaissance française* operates under the patronage of France’s Ministère des Affaires étrangères. In recent years the association, which has a long history of honoring individuals in France, has established delegations in other countries where French language and culture are actively promoted.
REGION I: NEW ENGLAND

The good news is that once again, the New England region came in at third place in Le Grand Concours with 13,425 students participating, a 4% increase from last year. The big winner on enrollment was Rhode Island which added 589 more students than in 2009, a 97% increase, thanks to the efforts of Joe Théroux who allowed RL teachers a window of two weeks in which to administer the test, instead of one day, which was the policy previously. All Rhode Island schools who registered students signed a confidentiality agreement. Joe was honored at the AATF Banquet as Small Chapter National French Contest Administrator of the Year (see page 9).

Eastern Massachusetts was once again ranked first in enrollment, thanks to the organizational skills of Contest Administrator Janet Wohlers. Connecticut was ranked 9th with new Administrator Adina Alexandru doing a super job, while New Hampshire came in 10th on the FLES Tableau d'Honneur, thanks to the hard work of Jim Lambert.

Regrettably, New England said adieu to Consul François Gauthier in July, but shortly thereafter, welcomed his replacement, Christophe Guilhaou, as well as a new Cultural Attachée, Anne Miller. Thankfully, our Educational Attachée, Samantha André will remain through 2010.

Submitted by Joyce Beckwith Region I Representative [mmejoyb@aol.com] ma.us]

800 New Jersey students were treated to a concert by the Cajun group, FeuFollet.

REGION II: NEW YORK & NEW JERSEY

The chapters of Region II offered a variety of activities to teachers and students throughout the year. The officers have shown exceptional dedication, and all were so welcoming as I began my term on the Executive Council. Three chapters have wonderful Web sites to communicate with their members: Metropolitan New York, New Jersey, and Suffolk County. Central New York has an informative electronic newsletter, Le Cacocone.

Each chapter began the year by welcoming back members and recruiting new members. Nassau County offered a Lavender Outing and Luncheon. Central New York invited Eileen Angelini to speak on Samuel de Champlain and the importance of French in North America. Suffolk County invited Fernande Wagman who moved all with her account of life in Vichy, France during World War II. New Jersey learned all about the “New York in French Ning” from its creator, Fabrice Jaumont of the French Embassy in New York.

Many chapters celebrated National French Week by offering members the opportunity to come together for an evening of conversation over a French meal. 800 New Jersey students were treated to a concert by the Cajun group, FeuFollet. At the Western New York celebration, Dr. Bill White, Buffalo State College, was awarded the Friend of Foreign Language Award for a monthly methodology course he offered to AATF members. The members were entertained by AATF member Bernard Kunz and his jazz band, Payazzo.

This winter, three chapters, Nassau, Metropolitan New York, and Westchester, collaborated to offer students of French and their families a wonderful evening of hockey with the New York Islanders. The Canadian Consulate opened the evening, and the students had the opportunity to meet player Bruno Gervais Lacroix. The New Jersey Chapter held their own successful hockey evening with the New Jersey Devils who played the Montreal Canadiens. Students met with Pierre Luc Letourneau-Leblond after the game.

Western New York celebrated French-speaking cultures with their annual Franco-Festival du Beau-Fleuve (which gave its name to the city of Buffalo) organized by Bernard Kunz: music, arts, crafts, video clips, foods from French-speaking countries, an African drum and dance workshop, story telling, poetry, folk dancing, games, exhibits, and shopping. Mark Cirelli also arranged to have students appear on “The Weather Outside” on the ABC affiliate in Buffalo.

In the spring, both Nassau and Suffolk County held poetry contests: for students in grades 7-12. Central New York raised money for Partners in Health for Haitian relief efforts by hosting a concert by Joséé Vachon. Metropolitan New York held a day of workshops, entertainment, a luncheon, and a keynote speech by Ambassador Moussa Makan Camara of the Organisation internationale de la Francophonie who also spoke at their Distribution des prix. New Jersey held two events for teachers: an immersion day on using films in the classroom given by Tammy Wubbenhorst and Marie-Laure Hoffmann, and a workshop featuring the music of Carole Fredericks, given by Conne Fredericks-Malone, Alice Cataldi, and Ciaandra Jackson, and teaching Camis’s “L’Hôte” by Marie-Christine Massé to commemorate the 50th anniversary of Camis’s death. Western New York joined with the French cooking school of a local store to present a cooking demonstration to students who then tasted the dishes. They also organized a Career Panel for high school and college students to hear from people who use the language in their careers. In addition, they offered a Soirée francophone with presentations by Jean-François Gounard on la Francophonie, Aimable Twagilima on Léopold Sédar-Senghor, and Rafika Mérimi on various women authors. To top off their calendar of spring events, students of French in the Buffalo area made their annual visit to Old Fort Niagara for “French Heritage Day.”

National French Contest winners were recognized at each chapter’s Distribution des prix attended by hundreds of winners and their parents. At their ceremony, Suffolk County offered a $500 scholarship to a graduating senior planning to pursue the study of French in college. Nassau County’s top winners received scholarships offered by FIAF from guest speaker, Emmanuel Laine, Vice-President in charge of educational matters.

Each chapter ended the year with goals for the coming year of membership recruitment, increased communication with members, and promotion of National French Week. These are difficult times in our schools, and all the officers face these challenges with enthusiasm, energy, and wonderful ideas.

Submitted by Abbe Guillet Region II Representative [anguillett@yahoo.fr]
COMMISSION ON CULTURAL COMPETENCE

The Commission has been busy with various activities. As a result, two volumes prepared by its members have recently been published:

1. In 2000 we had published with Summa a first volume on France, entitled *France at the Dawn of the Twenty-First Century: Trends and Transformations/La France à l’aube du XXIᵉ siècle: tendances et mutations*. Following its success, Rosalie Vermette and I edited another volume entitled *France in the Twenty-First Century: New Perspectives/La France au XXIᵉ siècle: nouvelles perspectives* (Summa, 2009). This volume, which includes contributions from Commission members and distinguished scholars, may be used as a major text in advanced culture courses; to this purpose, it is accompanied by a Web site which contains classroom activities to be used with each chapter. The book may be ordered from Summa at [http://sites.google.com/site/summapub2/newreleases2008/]. See the announcement on page 42.

2. Following the 2008 grant-funded seminar that I organized in Geneva and Liege for 15 AATF members, I edited a volume on French-speaking Switzerland and Belgium entitled *La Francophonie en Europe: le cas de la Suisse romande et de la Communauté française de Belgique*. It appeared in 2010 as a special issue of *Dialogues et Cultures* (N° 56), the journal of the Fédération Internationale des Professeurs de Français (FIPF) for which I served as guest editor. It may be ordered on-line from the AATF Materials Center at [www.frenchteachers.org/hq/materials/material.htm]. It contains articles on various aspects of Switzerland and Belgium, along with two excellent contributions on classroom activities of a cultural nature. See the announcement on page 9.

As usual, I would like to encourage AATF members to join the Commission and participate in our work. Please visit the Commission Web site at [www.forl.unt.edu/~koop/aatfculture.html] and contact me if you have ideas for projects of a cultural nature.

Marie-Christine Koop  
Chair, AATF Commission on Cultural Competence  
AATF Past President  
[koop@unt.edu]

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On April 21 I went to Haiti for a week with Karen Dross, a math teacher trainer. The teachers at St. Joseph School in Dubré had requested teacher training in math. The first day, Karen observed a math lesson in each class. The second day, after students were dismissed, Karen presented a methods workshop. We brought many materials and manipulatives to leave. All the activities were designed for a student-centered classroom and to engage all learners. The teachers were very receptive. I was the translator for Karen. The following Monday, Karen and I and the teachers tried out the new methods in the classroom with the students. All the students were engaged and seemed to be enjoying the activities. Prior to our visit, I received the math standards for Haiti from Father Gabriel Julmice, Director of the Cape Haitian Bureau of Education. Karen was able to align the methods and instructional objectives with the Haitian standards (Le programme détaillé).

During my previous visit to St. Joseph School, the teachers had requested an illustrated alphabet and science posters. My sister-in-law, a talented artist, made an illustrated alphabet which I had copied and laminated. French students of Jessica Cuello and Robin Brown at Marcellus High School (NY) made colorful science posters by hand copying pictures from a French visual dictionary. As requested by the teachers, they made posters of the systems of the body, photosynthesis, etc. During my last visit, I noticed that the two preschool classes had no developmental materials. I was able to bring developmental toys that would help the children learn colors, shapes, and numbers. The teacher had also requested paints and paper. We brought donated watercolor sets and paper. All the materials were donated by individuals. I realized that if I asked for something specific, people were eager to donate.

Karen and I traveled and spent the week with Bob Hood from St. James twinning parish in Cazenovia, and with Dr. Dave Eldridge, a dentist who was volunteering his time in the dental clinic across from the school. I did some translating for him. It was difficult to see so many people lined up for hours in pain waiting to see him. The dental clinic was last open seven months ago. Most of the people had to have extractions because the disease was so far advanced. Young teenagers were losing teeth due to a lack of access to dental care. One first grader had such an infection that he had to have an antibiotic before it could be treated.

To get the antibiotic, Bob Hood had to rent a motorbike and drive 30 minutes to the health clinic and, of course, pay for the antibiotic. The little boy's teacher went in person to explain to the mother how to give the medication. The dental clinic was operating on a generator, and Dr. Eldridge had no running water. The surgical instruments were sterilized by pouring alcohol on them and igniting them. There were so many dental emergencies lined up that the dentist was not able to provide the preventative care he had hoped for the school children.

Everyone can't go to Haiti but everyone can help make a difference. I was overwhelmed this time when I looked outside the window as we were landing in Port au Prince and saw the thousands of tents where people were living. We visited two tent cities, and the heat and odor of sewage were almost unbearable. Even before the earthquake, I felt that quality education was the key to long term change in Haiti. As French teachers, we can do something to improve the educational system. Marcellus High School students have done it by making the science posters which will help students visualize the systems of the body that they need to know in order to pass the 6th grade state exam. If they don't pass, they are not allowed to go to high school. The alphabet cards that my sister-in-law made will be hanging in the classroom and will help students in first grade learn to read and write.

What can you and your students do for Haiti? I asked the principal, Serge Louis-Jean, that question, and he has given me a list of needs that the school has. Even if you can only help with a small part of the needs of this one school, that will be significant. If you are interested in helping this year or next year please e-mail me. These are the needs of the school according to the principal and teachers:

1. Seven metal French globes to be purchased in Cape Haitian for $30 each (this supports the Haitian economy).
2. Seven corner wooden shelves for globes at $20 each made by the local carpenter in Thibneau.
3. Uniforms (12) for the school soccer team (purchased in Haiti, if possible).
4. First aid kit for the school.
5. Shelves for the principal’s office/teacher workroom (to be made by local carpenter in Thibneau).
6. Desks for teachers and principal (to be made in Thibneau by local carpenter).
7. Gym uniforms (beige t-shirts with school name & brown shorts) for 280 students. The principal would like to have two hours of physical education every Friday, and students can’t wear their school uniforms.
8. Money to make a playground. St. Joseph School has been cited by the state as having an unsafe play area because there are jagged rocks and large pieces of concrete in the area where the children have recess. The principal would like to level the area, plant grass, and put a concrete platform under the flag area to reduce the dust in the classrooms. He would also like to have space for volleyball, basketball, and soccer, and swing & slide for the youngest children.
9. The principal was also asking for financial help in celebrating teacher appreciation day. He wanted to have a dinner for the teachers and give each a small gift of appreciation.
10. The principal is looking for yearly funding ($600) so that he can hire one combination art/music/sewing teacher.

Please consider meeting one or part of one of these identified needs. St. Joseph School is just one of 90 schools in the rural north, but it can become a model school with our help. Change in Haiti will only come through education. Even before the earthquake, there were 500,000 children in Haiti not enrolled in school. Is it any wonder that less than half of the adult population in Haiti is literate?

Georgette Schmitz
[gschmidt@twcny.rr.com]

Vol. 36, No. 1 (September 2010)
AATF Facebook at www.facebook.com/AATFrench
CELEBRATING NATIONAL FRENCH WEEK
UTICA STYLE

Here is how Utica Community Schools' (UCS) French students celebrated National French Week. Thanks to an AATF Grant, almost 500 attendees came together at a Festival français. Teachers whose students participated in the event came from eight different schools and included Mary Blain, RaeAnne White, Jane Kort, Marge Mandl, Janet Webster, Susan Bernardi, Anne Marie Hitzelberger, Amy Miller, and Susan Daugherty.

On Thursday evening, students enjoyed French food in the Commons and then a spectacular show of French talent in the Performing Arts Center of Henry Ford II High School. Students and teachers began to prepare for the festival early by participating in a poster contest. Entries were judged, and color copies were made to display around the community in local businesses and in school buildings. Students were awarded prizes for their outstanding poster entries. Students also prepared cultural displays which were exhibited in the cafeteria prior to the performances. The topics of the cultural displays included Provence, Versailles, L'Afrique, Famous French Personalities, Paris, and France, in general.

Students prepared songs, skits, dances, poetry readings, puppet shows, and musical performances to share at the festival. In between acts, we enjoyed a sing-a-long in French with an accordionist, Cass Gorkiewicz, President of the Detroit AATF Chapter. Some of the songs were "La Marseillaise," "Au clair de la lune," "Il était une bergère," "Sur le pont d'Avignon," "Ah vous dirai-je maman," and "Alouette." Over 30 posters of France and Francophone regions, T-shirts, and dictionaries were distributed to the lucky recipients as door prizes.

Highlights of the performances included poetry recitations of "Ode à Cassandre" by Ronsard and "Dîner au Matin" by Jacques Prévert; a wonderful rendition on piano of Claude Debussy's "Rêverie;" a solo performance of Céline Dion's "Destin;" group interpretations of numerous songs.

Dances included group interpretations of "Ça Plane pour Moi," "La Danse de Cupidon," and a tap dance to "Paris" by Olivia Ruiz. Plays and skits included a reenactment of the famous Charles Perrault fairy tale "Peau d'Âne," a puppet show entitled "La Carte de crédit," three vignettes from Le Petit Nicolas, scenes enacted from the book Un Été pas comme les autres, and a French talk show. Students were also entertained by a wonderful guitar interpretation of "Radio Song" from Guitar Hero.

Invited guests included all UCS School Board members, UCS administrative office personnel, UCS principals, and representative officers of the Detroit AATF Chapter.

I also contacted local newspapers for press coverage. There was a nice article in one publication. Students are still talking about the event and wondering if we can do it again next year. The evening was a wonderful reminder to all of the value of learning French and how much fun speaking French can be!

Check out the many wonderful National French Week ideas on the AATF Web site [www.frenchteachers.org/nfw]. Vive le français!

Marge Mandl
[margaret.mandl@utica12.org]

THE AATF ANNOUNCES
FUTURE LEADERS
FELLOWSHIP PROGRAM

When: July 4th & 5th, 2011
Where: Delta Centre-Ville Hotel, Montreal
Proposed Schedule:
July 4: Afternoon arrival/Working Dinner/Evening Session
July 5: Breakfast/Lunch/Leadership sessions. Randa Duvick, Region V Representative, and a team of AATF leaders are planning and will facilitate the day-long workshop.
Evening Reception with AATF Executive Council.
July 6–9: Fellows attend Convention in Montreal.

Application Process: Each AATF Chapter may nominate one candidate who has been a member for at least three consecutive years and is willing to serve as a chapter officer in the future. The Chapter must be willing to contribute to cost of lodging (double occupancy) and meals for the candidate. Chapters should budget approximately $200–$400, the exact amount to be determined by the size of the chapter and chapter resources.

Time Line:
September 2010: Letter to each Chapter President; announcement in National Bulletin
November 2010: Application in National Bulletin
December 13, 2010: Deadline for Fellows Applications
February 2011: Announcement of Fellows selected and alternates

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

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

Cast of Peau d'Âne
MIDDLE SCHOOL LEVEL
The 2010 award recipient, Joyce Strojny's passion for French was inspired by her experiences as an exchange student to the Lycée de Montgeron in France during the 1969-1970 school year. She attended the University of Delaware and spent her junior year of college in Strasbourg. She graduated with a B.A. in French in 1974 and received an M.A. in 1976, both from the University of Delaware. She has been teaching at the Tatnall School (DE) for 15 years. She teaches middle school 5th and 6th grade exploratory French and 7th and 8th grade level I, as well as French I in the Upper School. She is thrilled to be able to share her passion for language and travel by organizing European trips for her Middle School students. Joyce feels privileged to be able to introduce young students to a language and culture which are so close to her heart.

HIGH SCHOOL LEVEL
Polly Barbare Adkins, 2010 award recipient, has taught French in public schools in South Carolina for over 40 years. A professional actress, she has long incorporated drama into her curriculum, producing shows for the student body and community that incorporate French culture, history, and language. An active AATF member, she has led sessions at world language conferences both in her state and nationally. Along with her twin sister, Dr. Lollie Eyken and her former professor Dr. Elizabeth Joiner, she published the article "Scrimping and Scanning with Champs-Élysées," in the French Review. In the early years of the Internet, she was also one of the first teachers in the nation to pioneer an Internet exchange program between her students and students in a French lycée during the REACHFEST project financed by a Rockefeller grant. She has taken students to France for home stays, foreign study programs, and vacations many times. Polly teaches levels 1-5 of French at York Comprehensive High School (SC). She lives in Fort Mill with her husband of 41 years, Rusty, and four dogs. They have a son, Russ, 29 years old.

POST-SECONDARY LEVEL
Janine Spencer, 2010 award recipient, received her Ph.D. in French Language and Literature from Northwestern University (IL), and has been on the faculty of the Department of French and Italian for over 30 years. She is currently Assistant Chair of the French Department and Director of the Multimedia Learning Center. She regularly presents at local, state, and national conferences on topics ranging from Franco-Belgian comic strips to Internet-mediated language learning.

In 1995, she initiated several on-line instructional projects, starting with "Le Français Internautique," an interactive grammar review with a cultural video component and the On-line NU French Placement Test, which have been used by thousands of students. These were followed by Internet, a resource for teachers created for the French Cultural Service. With grants from the National Endowment for the Humanities and the Florence Gould Foundation, she produced a documentary on the Picpus Cemetery in Paris and neighboring Rothschild Hospital. The research and further funding led to the development of the Picpus Digital Archive, which invites students to investigate the nature of Lieux de mémoire. Recently, she produced the "Advocacy Video Stories" for the French Advocacy Workshop.

Dr. Spencer was named Chevalier dans l'Ordre des Palmes Académiques in 2005 and received the Prix du Chapitre of the Chicago/Northern Illinois AATF Chapter in 2009.

The Dorothy S. Ludwig Awards are sponsored by former AATF Region I Representative and Life and Honorary Member, Robert Ludwig. Each award includes a cash prize, one-year complimentary AATF membership and a subscription to Le Français dans le monde.

The AATF offers its sincere thanks to Robert Ludwig, former Regional Representative for New York State, for his support of these awards.
AATF MEMBERSHIP DRIVE
The AATF is again sponsoring a membership recruitment campaign. Just as we seek to promote the study of French among our students and administrators, we must also promote membership in the AATF to all our colleagues, in particular our younger colleagues. We ask you to reinforce the benefits of belonging to a professional association to your colleagues.

How It Works
We are offering a special two-for-one incentive to current members to recruit new members. If the current member can get two new members to join, 2011 membership will be free. The requirements are:

- the two 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 two new forms;
- if the current member has already paid 2011 dues, the free membership will be applied to the next year; no refunds will be made.

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

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

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

2011 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 experience, (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, 2010. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2011) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 or electronically in .pdf format to [abrate@siu.edu].

2010 AATF OUTSTANDING CHAPTER OFFICER AWARD
Mary Vogl, the 2010 recipient of this award, is outgoing President of the Colorado-Wyoming AATF Chapter. She was nominated for this award by her former Regional Representative Jacqueline Thomas.

Mary is Associate Professor of French at Colorado State University where she teaches Francophone literatures and cultures and directs the Language & Culture Study Center. She is interested in promoting Francophonie, multilingualism, study abroad, and professional development for teachers. Her research focuses on intersections of culture, literature and visual arts. Mary is grateful to the AATF for enriching the experiences of teachers and learners of French.

The Outstanding Chapter Officer Award is sponsored by CERAN Lingua and the winner receives a one-week stay at a CERAN Lingua program as well as a one-year complimentary membership in the AATF. All our award winners will be featured in the September is

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2011 AATF ANNUAL CONVENTION
MONTREAL, JULY 6-9, 2011

FRENCH TV ON-LINE
La nouvelle chaine 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].
SERVICE LEARNING: ANOTHER TOOL FOR PROMOTING YOUR FRENCH PROGRAM

With French programs being threatened at all levels of the educational ladder, it behooves us as French teachers to make our programs clearly relevant to the changing world and, if possible, interdisciplinary in order to create a cadre of vocal supporters from outside our discipline. Creating Service Learning projects for students of French allows us to reach all three of the goals proposed by the MLA Ad Hoc Committee on Foreign Languages. Proposed is "a ... curriculum in which language, culture, and literature are taught as a continuous whole, supported by alliances with other departments and expressed through interdisciplinary courses" (4). At the least, Service Learning projects in French can fall loosely within the committee's continuing priorities:

Promote alliances between K-12 educators and college and university faculty members to strengthen language learning at all levels and to foster collaboration.

Develop programs for gifted learners, especially in the precolligate years. Push for enriched, intensified programs for those learners on college campuses (8).

The successful projects described briefly below have generated spokespeople who are ready to defend French programs to administrators. Furthermore, these projects have shown students that their knowledge of French is not something to be taken lightly, and the learners have become stronger advocates for our programs as they approach mastery of the language by using it to provide a service to others.

The first project is fairly easy to replicate with advanced university students. The teacher planned a two-week camp for 4th and 5th graders at which undergraduate students enrolled in an applied linguistics course taught French to the youngsters. Because the undergraduates had to select which items were to be taught and how, they met one of the goals set by ACTFL: "use community resources to research a topic related to culture and/or language study; and present information about the language and culture to others" (65). The undergraduates had to "use various media in the foreign language, design culturally authentic activities, create games, enjoy music, and research topics of personal interest" (66-67). The working parents and grandparents of the 4th and 5th graders were happy to have their charges gainfully occupied and they quickly became enthusiastic advocates for the French program at the university. Readers will find more information about the nuts and bolts of putting together a French summer camp for young learners and about the benefits to the students, the French program, and the university in "Keeping the 'Learning' in Service Learning."

The other projects, also for undergraduates, are more ambitious and ultimately likely to be more life changing for the students. The students in a French culture and literature course that was taught in French teamed with students of entomology to fight malaria in Mali through an exemplary interdisciplinary Service Learning project. They studied the culture and literature of Mali with their French teacher before spending spring break acting as informants for the entomology students. The latter were effective in introducing malaria-fighting strategies because they understood the social structure of the Malian village, thanks to the students of French, with whom they met regularly before departure. More information about this project is available at the following Web site: [www.montana.edu/mali].

A professor at another university led similar projects to Mali, partnering with professors from sociology and engineering to work on developing a local seed potato industry at village level. The French students spent fall semester studying the culture and literature of Mali and introducing key elements of their colleagues on the other academic teams. They also helped translate sur-vieys and instructions developed by the others for use onsite. Once in Mali the French team functioned as cultural liaisons and language facilitators for the other teams. Again, their work was instrumental in helping the other teams succeed. Information about these projects is also available at [www.montana.edu/mali].

These truly collaborative, interdisciplinary projects generated enthusiastic support from colleagues in the sciences, social sciences, and engineering, and from administrators who promote Service Learning experiences for their undergraduates. They epitomize the kind of courses the MLA Ad Hoc committee encourages foreign language teachers to implement, which they suggest will "revitalize language departments as valuable academic units central to the humanities" (4) and which are needed if French departments are to be meaningful players in higher education in our changing world.

While it might be unrealistic to expect high school students to spend time during the semester sharing their knowledge of language and culture in French-speaking Africa, they can easily be asked to teach French to youngsters (or tutor middle school students) in after-school programs. Similarly, they can present culture-based programs to senior citizens and community groups during National French Week or throughout the year. After all, most of us believe that the best way to learn something is to teach it to someone else; only then do we really "know" if we know the material or not. As long as the students are earning class credit and learning to analyze, synthesize, and evaluate class content as they provide service to others, they are engaging in the pedagogy known as Service Learning.

If you have completed a Service Learning project with your French students, please contact me at [j-thomas@tamuk.edu] as I intend to publish a collection of essays on the topic.

Jacqueline Thomas
Region VII Representative
[j-thomas@tamuk.edu]

References


MOTS CHASSÉS


I. Insérer le pronom relatif voulu:
1. La colle_________l'élève m'a posée m'a fait perdre mon latin.
2. C'est un vin_________se laisse boire.
3. Le vin_________je vous ai servi est un Passetougrain.
4. Devinez ce à_________je pense.
5. Le vin_________je pense est un Bourgogne rouge.
6. Le problème sur_________nous ne sommes pas d'accord est complexe.
7. La carte à puce_________m'a été volée n'a jamais été trouvée.
8. La chaîne de télé_________je vous parle est TV5.
9. L'homme pour_________je me suis dévouée n'est qu'un sale pirate de données.
10. C'est une expérience_________j'ai beaucoup aimée.

II. Donnez des expressions ou mots équivalents aux expressions ou mots argotiques ci-dessous.
1. un soiffard
2. faire cul sec
3. il est givré
4. j'ai cafoùillé
5. Pierre n'a pas fait de vieux os.

III. Donnez 5 expressions argotiques pour «être ivre».

IV. Donner 5 mots/expressions pour désigner un ivrogne.

V. Répondez aux questions suivantes en insérant la locution négative ni...ni.
1. «Il est rond» signifie-t-il «est-t-il gros» ou «est-t-il joufflu»?
2. Aimez-vous le Chardonnay ou le Pinot Noir?
3. Êtes-vous soûl ou simplement éméché?
4. Quand on vous demande vos coordonnées donnez-vous le nom de votre docteur ou de votre tailleur?
5. Le sigle HD après le mot télévision signifie-t-il haute dimension ou hecto dimensionnel?

VI. Mettre au futur les phrases suivantes.
1. Tous les jours je prends le train quand huit heures sonnent.
2. La gare de l'Est à Paris a été refaite quand il y a eu l'argent nécessaire.
3. Dès que ma carte à puce m'a été envoyée je l'ai utilisée.
4. Il faut qu'il arrête de boire car son foie est en marmelade.
5. Chaque fois que Jacques est invité il se met sur son trente-et-un.
CALL TO TEACH THE DANGERS OF RACISM IN THE FRENCH CLASSROOM

Recently, after having had the pleasure of reviewing Alain Guéédé's *Le chevalier de Saint-George* (Achéres, France: Dagan Jeunesse; and, Toulouse, France: MAT Éditions (Collection Nouveaux Héros), 2008, specially imported to the U.S. by the Carole D. Fredericks Foundation, Inc., as well as having previously reviewed some of the instructional materials on the life and music of Carole Fredericks, I was inspired to find new ways to address the best means of incorporating more in-depth and relevant lessons on racism into my French classes. As today's global economy becomes increasingly interdependent and currently struggles with a recession, it is essential that we as teachers strive to cultivate human kindness and the basics of consideration towards our fellow man among all our students.

At the AATF Convention in San Jose, Anne Jensen gave a session on racism. Anne sent me her PowerPoint presentation. I share below her answers to my questions as well as lesson plans based on Anne's presentation that interested members may adapt to serve their own individual needs and goals. The lesson plans reflect the National Standards for Foreign Language Learning and are intended to be interdisciplinary so that, if possible, French teachers may collaborate with their colleagues in English, History, and Social Studies. One such possible collaboration would be in the month of January around the time of the Martin Luther King Day.

1. How did you come to teach racism with your advanced students?

   My husband is African-American and as a mixed-race couple, we faced some prejudice when we first got together. When our son was born, there were several times when people who didn't know us well thought he was adopted. When he was in elementary school, I always made a point to introduce myself to his teachers. For some reason once they met me their attitude toward my son changed. People would often say to me, "Your son really does look like you." It was as though they assumed that my son should only look like my husband and not me.

   My students were always curious about my husband, my son, and me, and for this reason I thought that it was important for them to think about how racism evolves and what we can do to change people's attitudes. My students come from a wide variety of ethnic and religious backgrounds. Even though Palo Alto is a very tolerant community, there is still a need for students to think about the causes of racism and what can be done to change it.

   When I met Connie Fredericks-Malone, she shared with me more information about her sister Carole Fredericks and her music. I decided to incorporate more about Carole's life in my unit as well.

   I have developed a unit of approximately three weeks that centers around the theme of racism vs. tolerance in France and in the world in general. I have prepared a Power Point presentation that I have given on this unit at several conferences. Interested French teachers can contact me about the specifics [annajensen@att.net].

2. How do your students respond to the unit?

   The final project is a chance for students to create a personal reaction to the unit in which they express their feelings. Some of them have had personal experiences of prejudice against themselves. Others have family members who are prejudiced. Others do research on the organization SOS Racisme in France. Others use their musical and dramatic skills to express their feelings for the acceptance of diversity. Many students tell me that this is their favorite unit of study.

3. What are your best teaching tips and advice for your fellow teachers who would like to teach a unit on racism?

   The most important thing about teaching a unit like this is to have already built a good rapport with students. I could not do a unit of this depth with lower-level students. However, I plant the seeds of critical thinking in lower-level classes by discussing differences in eating habits, customs, traditions and teaching students that everyone has different ways of living, eating, and looking at the world. By the time they get to my AP class, they have already had a good background in critical thinking.
During the time we spend on this unit, I ask students to do a lot of journal writing and self-reflection so that by the time they do their final project, they can really be honest about what they think. I am very confident about what I do in class and that helps make this unit a success. Any time a teacher is unsure about what he or she is doing, students pick up on weaknesses and do not respond well.

4. What are some follow-up units to balance or complement the unit on racism?

We do a unit on the Holocaust focusing on the occupation of France during World War II. I use the documentary La France Divisée, an excerpt from Joseph Joffo’s Un Sac de billes as well as the film Au revoir les enfants by director Louis Malle.

5. What cross-cultural implications and/or inferences can be drawn for U.S. students after having done a unit on racism?

American students often don’t realize that racism exists all over the world. They know that the Civil Rights movement happened in the 1960s in this country and that there are organizations such as the NAACP, but they often don’t think that racism exists in other countries. We talk about the fact that in France, North African immigrants face the most discrimination. We discuss the fact that every society has some group that ends up suffering from discrimination.

6. How interdisciplinary is your unit on racism?

This unit is important for my students because it links to their study of the Civil Rights movement in U.S. History, literature they read in English classes, and other important themes in government classes. In general, this unit really helps students develop their critical thinking skills and view the world in a different way.

7. What elements do you incorporate in the unit?

As described in my PowerPoint presentation, I include a literary text, a collection of poetry; music by Fredericks, Goldman and Jones; an article about Harlem Désiré and the movement SOS Racisme; and Youtube interviews from the SOS Racisme Website.

8. What supplemental resources would you recommend to teachers?

I would recommend that French teachers see the movie Le Gôné du Chaâba based on the autobiography of the same name by Azouz Begag. I use an excerpt of the book in my class. It is called “Une humiliation mémorable.” Azouz Begag was the son of illiterate Algerian immigrants and grew up in Lyon. He was the only member of his family to go to the lycée and then on to university. He eventually got a doctorate in sociology and was named Ministre d’Égalité. However, he stepped down because he was so discouraged about the renewed conservative and almost xenophobic views of the political right in France.

Sample Lesson Plan: A Study of French Authors, Musicians, and Organizations Combating Racism

Day One: Setting the Stage

Write the word racisme on the board.

Ask students to make a list of groups or individuals who have suffered from discrimination in this country.

Have students brainstorm reasons why prejudice happens. Ask students to write a journal entry about a personal experience with prejudice in their own community (for example, at school or in the neighborhood).

Day Two: “Une humiliation mémorable”

Ask students to share with a partner a story from a time in their lives when they were really humiliated. Why did this happen?


Ask students to read the text and prepare comprehension questions for the following class period.

Day Three: Discussion of “Une humiliation mémorable”

Play recording of text or have students take turns reading it aloud.

Divide students into groups and ask each group to summarize and interpret a portion of the text, focusing on Azouz Begag’s experiences in school and the prejudice he faced.

The last line of the text is: “Je me sentais fort comme un buffle”. Ask students to write a journal entry explaining when they were very proud of
SOUFFLES

Birago Diop

Écoute plus souvent
Les Choses que les Étres.
La Voix du Feu s'entend,
Entends la Voix de l'Eau,
Écoute dans le Vent
Le Buisson en sanglots
C'est le Souffle des Ancêtres.

Il rit chaque jour le Pacte,
Le grand Pacte qui lie,
Qui lie à la Loi notre Sort,
Aux Actes des Souffles plus forts
Le Sort de nos Morts qui ne sont pas morts,
Le lourd Pacte qui nous lie à l'île.
La lourde Loi qui nous lie aux Actes
Des Souffles qui se meurent
Dans le lit et sur les rives du Fleuve,
Des Souffles qui se meurent
Dans le Rocher que geint et dans l'Herbe qui pleure.
Des Souffles qui demeurent
Dans l'Ombre qui s'éclaire et s'épaissit,
Dans l'Arbre qui frémit, dans le Bois qui gémit
Et dans l'Eau qui coule et dans l'Eau qui dort,
Des Souffles plus forts qui ont pris
Le Souffle des Morts qui ne sont pas morts,
Des Morts qui ne sont pas partis,
Des Morts qui ne sont plus sous la Terre.

Ceux qui sont morts ne sont jamais partis:
Ils sont dans l'Ombre qui s'éclaire
Et dans l'ombre qui s'épaissit,
Les Morts ne sont pas sous la Terre;
Ils sont dans l'Arbre qui frémit,
Ils sont dans le Bois qui gémit,
Ils sont dans l'Eau qui coule
Ils sont dans la Case, ils sont dans la Foule:
Les Morts ne sont pas morts.

Écoute plus souvent
Les Choses que les Étres.
La Voix du Feu s'entend,
Entends la Voix de l'Eau,
Écoute dans le Vent
Le Buisson en sanglots
C'est le Souffle des Ancêtres morts
Qui ne sont pas partis,
Qui ne sont pas sous la Terre
Qui ne sont pas morts.


something they did. Ask volunteers to share their entries by reading them aloud to the class.

Days Four and Five: French African Poetry (five comprehension questions and eight poems that you find here. For each poem, I have indicated either a Web address where one can find the poem or have listed a bibliographic reference for a collection of poems in which it appears).

Read aloud the first poem using props and being very dramatic.

Lead students through each question showing them how to analyze the poem.

Divide students into groups and give them the rest of the period to prepare presentations of their poem.

The next day, each group presents the poems. Make sure that the theme of each poem is clear to students.

N.B. With my students at Canisius College, I have tremendous success in using Diversité: La Nouvelle francophone à travers le monde by James Gaasch and Valérie Budig-Markin (Boston: Houghton Mifflin Co., 2000. ISBN: 978-0-395-30933-1). This intermediate reader and Francophone anthology is broken down into five sections, each of which provides an overarching thematic introduction, and each literary excerpt or poem also has an introduction that provides background information on the author, his/her home country, and items of significant cultural importance, in particular, that of the ensuing difficulties of being a former colony and of racism.

Questions de préparation pour mieux lire des poèmes africains
1. Lisez le poème à la classe avec une interprétation dramatique. Soyez imaginatif pour faire "vivre" le poème!
2. Expliquez chaque strophe avec le nouveau vocabulaire.
3. Quels vers sont très importants dans le poème? Quelles images sont importantes? Analysez le style.
4. Quel est le message du poète? Quelle philosophie explique-t-il?
5. Est-ce que le poète exprime un message africain ou un message universel?
N.B. When analyzing the style of poems with my students at Canisius College, we paid particular attention to capitalization, spacing, and punctuation. This was particularly important, for example, in Bernard B. Dadié's "Femmes!" and in Birago Diop's "Souffles." In addition, "Qui estu?" by Francis Bebey is an especially good poem for reviewing the geography of Africa. Finally, my students and I agreed that M'baye Gana Kébé's "Belle ronde" is beautifully suited for introducing younger children (for example, middle school) in a sensitive manner to talking about the different races of people that are found in the world around us but that also the poem is so powerful, it is appropriate for all levels of discussion.

**Days Six and Seven: SOS Racisme**

Brainstorm with students about organizations in the U.S. that have been formed to combat racism.

- Project on the screen the symbol of the organization SOS Racisme.
- Show students the Web site and pictures of the founder of the organization, Harlem Désir.
- Have students read an article about the beginnings of the organization that is available on the SOS Racisme Web site [http://national.sos-racisme.org] and respond to questions.
- Explain to students that many actors, singers, and public figures belong to the organization and why it is still necessary in France today.
- Ask students to listen to SOS Racisme videos that are available on YouTube. For example, interviews that are readily available are with Harlem Désir and with soccer players from the French national team.
- Ask students to explain what the SOS Racisme symbol means to them and what it may mean to the young people of France today.

N.B. In my Topics in Conversation: French and Francophone Cinema: An Art Form for Understanding French and Francophone Culture, History,

**QUI ES-TU?**

Francis Bebey

Qui es-tu?
Je suis Mamadi, fils de Dioubaté.
D'où viens-tu?
Je viens de mon village.
Où vas-tu?
À l'autre village.
Quelle importance?
Je vais partout, là où il y a des hommes.
C'est ainsi ma vie.
Que fais-tu dans la vie?
Je suis griot, m'entends-tu?
Je suis griot, comme l'était mon père.
Comme l'était le père de mon père.
Comme le seront mes enfants.
Et les enfants de mes enfants.

Je suis griot pour vivre comme aux temps anciens
Des feux de joie et des danses rituelles
Et chanter les hauts faits du vaillant guerrier
Et la bonté du riche
Qui laisse son mélodieux dans ma calebasse
Et son miel joncher le sol de ma case.
Je suis griot, m'entends-tu?
Je suis griot comme du temps où nos pères
Ouvraient le cœur à la naissance du jour
Et l'hospitalité au voyageur inconnu
Attardé sur la route de la nuit.
Je suis descendant de Diéli,
L'homme à qui son frère donna
Sa propre chair et son propre sang
Pour déjouer la faim terrible
Dressée sur le sentier brûlant de la forêt
Comme le masque menaçant du squelette de la mort.
Je suis enfant de Guinée,
Je suis fils du Mali,
Je sors du Tchad ou du fond du Bénin
Je suis enfant d'Afrique.
Je mets un grand boubou blanc,
Et les blancs rient de me voir
Trotter les pieds nus dans la poussière du chemin ...
Ils rient?
Qu'ils rient bien.

Quand à moi, je bats des mains et le grand soleil
d'Afrique
Et je chante, et je danse,
Et je chante, et je danse.
Mamadi, fils du Dioubaté,
Gardien des traditions de tout un monde,
Troubadour de l'Afrique de toujours,
Conteur, danseur, chanteur
Tout au long de la vie.
Viens me sortir de mon savoir venu d'un autre monde
Parle-moi de l'Afrique d'autrefois
Et sa sagesse prophétique,
Chante, danse, chante, danse.


Politics, and Social Problems course at Canisius College, we have successfully explored the issue of racism via feature-length films. Some suggestions are:

1. Indigènes (2006) by Rachid Bouchareb;
2. C'est dur d'être aimé par des cons (2008) by Daniel Leconte;
3. Le Chant des mariées (2007) by Karin Albout;
4. L'Ennemi intime (2006) by Florent-Emilio Siri;
5. La Fille du RER (2008) by André Téchiné;

**Day Eight: Fredericks, Goldman, and Jones**

When students arrive in class, play the CD version of the Fredericks, Goldman, and Jones' song "Si j'étais né en '7 à Leidenstadt."

- Show a short PowerPoint of the background of this group and their importance for social justice issues in France.
- Play the song for students again, using a cloze activity to have students focus on the words.
- Divide students into small groups and make them responsible for a particular stanza of the song.
- Ask students to reflect on the class what they understood or did not understand so as to ensure a rich discussion.

**Day Nine: Fredericks, Goldman, and Jones**

Show DVD version of "Si j'étais né en '7 à Leidenstadt" and ask students to think about the message portrayed with the visuals and the music.

- Have students write in their journals their own responses to the Si clauses posed in the song.
- Show DVD version of second song "Peurs."
- Distribute song lyrics and divide students into small groups to discuss why people are afraid of each other. Finish class by having small student groups report back to the class what they learned from each other.

N.B. Recently released by the Carole D. Fredericks
L'HOMME QUI TE RESSEMBLE
René Philombe

J'ai frappé à ta porte
J'ai frappé à ton cœur
Pour avoir bon lit
Pour avoir un bon feu
Pourquoi me repousser?
Ouvre-moi mon frère! ...
Pourquoi me demander
Si je suis d'Afrique
Si je suis d'Amérique
Si je suis d'Asie
Si je suis d'Europe?
Ouvre-moi mon frère! ...
Pourquoi me demander
La longueur de mon nez
L'épaisseur de ma bouche
La couleur de ma peau
Et le nom de mes dieux?
Ouvre-moi mon frère! ...
Je ne suis pas un noir
Je ne suis pas un rouge
Je ne suis pas un jaune
Je ne suis pas un blanc
Mais je ne suis qu'un homme
Ouvre-moi mon frère! ...
Ouvre-moi ta porte
Ouvre-moi ton cœur
Car je suis un homme
L'homme de tous les temps
L'homme de tous les cieux
L'homme qui te ressemble! ...

ADVOCACY FOR FRENCH PROGRAMS

The advocacy site created by “Tennessee Bob” Peckham provides information to support French programs at all levels. Several sites for state advocacy of French are on-line. If your state is not among those sites, please contact [bobpei@utm.edu]. Our goal is advocacy for all 50 states! A link to the Advocacy Depot is provided at [www.frenchteachers.org].

- Advocacy Fact Fact for Arizona [www.utm.edu/staff/globeg/azadvocty.html]
- Arkansas Needs French [www.arkansasfrench.org/index_files/Page403.htm]
- Colorado Needs French [www.colostate.edu/Depts/FLL/pdfs/ COLORADO.pdf]
- Indiana Needs French [www.valpo.edu/foreigntlang/aaf/advocacy/placesandpeople.html]
- Kansas Needs French [www.kfla.lawrence.com/aaffactpack.htm]
- Kentucky Needs French [www.french.kwla-online.org/]
- Louisiana Needs French [www.utm.edu/staff/globeg/louisiana.html]
- Massachusetts Needs French [www.faculty.umb.edu/brian_thompson/ maneed.htm]
- Advocacy Fact Pack for Michigan [www.utm.edu/staff/globeg/michigan.html]
- Minnesota French Facts [www.mnaatf.org/1d.htm]
- Missouri French Facts [fiarnet.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 [www.3.uakron.edu/modlang/aaf/ ohiofrench.html]
- Tennessee Needs French [www.utm.edu/staff/globeg/fttnavocat.shtml]
- AATF Advocacy Fact Pack for Vermont [www.vfll.org/VERMONT.htm]
- West Virginia Needs French [www.utm.edu/staff/globeg/frenchwv.html]
- Wisconsin Needs French [www.uwm.edu/~alxhas/winrench/index.htm]

BELLE RONDE
M'baye Gana Kebe

Des bras noirs,
Des bras blancs,
Des bras rouges,
Des bras jaunes,
Quelle belle ronde
Autour du grand monde!

Des bouches noires,
Des bouches rouges,
Des bouches blanches,
Des bouches jaunes,
Chantent à l'unisson
L'hymne qui entraîne leur ronde!

Tournez, tournez
Enfants noirs, enfants blancs
Tournez, tournez
Enfants rouges, enfants jaunes,
Votre ronde, votre ronde
Est la plus belle du monde!

Colombe: poèmes pour enfants.
Dakar : Les Nouvelles Éditions Africaines, 1979

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 former 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
SALUT LES JEUNES!

Vive la rentrée! The beginning of the school year brings new language learners to the French classroom as well as our returning students. Few young people have the good fortune to have contact with the target language over the summer, so every minute counts as we reconnect with our students to the French environment. Giving the students, même les débutants complets, the tools to remain within the language during our limited time with them is essential. Textbooks tend to be reluctant to give directions in French in order to avoid frustration on the part of the student. However, even new students can navigate through a class with instructions and explanations in French. Every moment of the class is a teaching opportunity, and the more repetition of directions in a supportive environment will soon have the students comfortable with an all-French classroom.

ANTISECHE—We give students a ‘cheat-sheet” or ANTISECHE which they keep at the front of their French folder. Sècher is slang for “to flunk,” so an antiseche helps to avoid failure! For the youngest students, we go over a limited number of commands that they will hear consistently (écoutez, répondez, répétez, regardez, fermez, ouvrez) with a few questions or statements they can access to keep interaction in French: Je ne sais pas. Comment dit-on “help!” en français? Puis-je aller aux toilettes? Comment ça s’écrit? For older students, I include grammatical terms (le sujet, le verbe, la terminaison, singulier, pluriel) as well as the names of the accents: l’accent aigu (bébé); l’accent grave (mère); la cédille (garçon); l’accent circonflexe (l’hôtel); le tréma (Noël). Try increasing goals for keeping the class entirely in French as the semester progresses. Giving a chronomètre to one student to keep track of time is an added incentive. Achievement of an entire class in French is worth a few cookies. It is practical to save the last few minutes of class time for questions in English and summary of what was covered during class to ensure comprehension.

ALPHABET—COMMENT CA S’ÉCRIT? Learning to recite the alphabet in French may seem like an extraneous or superfluous activity when our class time is so limited, but in the long run it is a constructive investment of time. Students are proud to be able to spell their French names using the alphabet, and this is a great base for working with the phonetic challenges between English and French. There are numerous games that can be played to reinforce the sounds. A quick one at the recognition level is to write on the board or on paper a list of letters. Then ask the students to cross out (rayez) the letters you pronounce, leaving a secret message. A B C D H J O U C Q O M L E I A P Z T. Call out all but the letters that spell chocolat. That is a cognate even young learners will recognize.

My favorite game is a standard exercise for improv theater groups. Create a set of index cards with situations for students to act out. Two students will perform, and the class will guess the situation. The actors will communicate reacting only a few consecutive letters of the alphabet each up to the end of the alphabet. It’s a delightful exercise as comprehension must be related through gesture and intonation since the dialogue exchange is “ABCDEF?” “FGHIJK. LMI NOP!” Sample situations might be a child asking a mother if he can go play soccer with friends and the mother is refusing, a child bringing home a terrible grade and an unhappy parent responding, a young man trying to get a reluctant girl on a date. Create your own or have the students invent new ones. This works well with any series (numbers, days of the week, etc.) that needs repetition for learning. Amusez-vous bien!

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

Elizabeth Miller
Crystal Springs Uplands School (CA)

2011 SUMMER SCHOLARSHIPS FOR HIGH SCHOOL AND COLLEGE FRENCH STUDENTS

The American Society of the French Academic Palms (ASAP), composed of members who have been awarded the Academic Palms by the French Ministry of Education, will bestow two student scholarships to be used for a four-week minimum study program in a French-speaking country during summer 2011. Each scholarship of $2500 may be used to cover travel and program costs in a French program that the recipient selects. The deadline for completed applications to be received is January 20, 2011. To qualify, the student must be a junior or senior enrolled in an advanced-level high school French program or a sophomore or junior with a French major (preferred) or a French minor at a post-secondary institution. Since the application must be endorsed by a member of ASAP before its submission, applicants who need a reference should request this information early. Applications and information about obtaining an endorsement by a member of ASAP will be sent electronically upon request. Please contact Joyce Beckwith at [mmejoyb@aol.com].

2010 OUTSTANDING CHAPTER AWARD WINNERS

AATF Outstanding Chapter Awards
Large Chapters
1st place: Greater St. Louis
2nd place: Connecticut
Small Chapters
1st place: Northwest Indiana
2nd place: Pays du nord
Honorable Mention: Utah
The theme for 2010 is "Les Antilles françaises: Histoire et cultures / The French Caribbean: History and Cultures"

**ESSAY CONTEST**

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

**Send to:** Mary Cerha, 9513 Johnson Street, Crown Point, IN 46307-2213; e-mail: [marycerha@comcast.net]

**Guidelines:** Each entry must be the original work of a current French student whose teacher is an AATF member for 2010. No group entries. There is a limit of five entries per school. Essays must be written in English and be typed or word processed. The student’s name, grade, level of French, school school address and telephone number, teacher’s full name, e-mail address, and AATF chapter name must be written on the front of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:
- Grades 3-5: Maximum 150 words
- Grades 6-8: Maximum 250 words
- Grades 9-12: Maximum 350 words
- College: Maximum 500 words

**Judging Criteria:** Relevance to the theme, originality, written expression.

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

**POSTER CONTEST**

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

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

**Guidelines:** The poster theme must appear on each entry. No copyrighted figures (ie. Snoopy, Astérix) accepted. Each entry must be the original work of a current French student whose teacher is an AATF member for 2010. No group entries. There is a limit of five entries per school. The student’s name, grade, level of French, school school address and telephone number, teacher’s full name, e-mail address, and AATF chapter name must be written on the back of the poster. Submissions with incomplete information will not be judged. Posters must measure 18" x 24" and have a flat surface with no moving parts. No three-dimensional posters accepted. No glue is to be used. Tempera paint, india ink, markers, flairs, or crayons may be used. Use white poster paper. Mail entries flat. The judging divisions are:
- Elementary: Grades 3-5
- Intermediate: Grades 6-8
- Secondary: Grades 9-12
- College

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

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

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**NATIONAL FRENCH WEEK PROMOTIONAL ITEMS PLAN NOW FOR NOVEMBER!**

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

Bumper Stickers: **National French Week: November 4-10** [50 cents each or 10 for $4]

Pencils: **La Semaine du Français: du 4 au 10 novembre** [4 for $1]

Buttons: **On est les meilleurs!** [65 cents each or 10 for $6]

Balloons: **National French Week: La Semaine du Français** [10 for $1]

**SPECIAL:** Order 25 of each item (100 items total) for $25 (20% savings)

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

**T-shirts** (blue with white logo design) **M** L **XL** **XXL**

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**Total enclosed for promotional items.**

**Name:**

**Address:**

City, State, Zip

Send this form with payment to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Photos of all items are available on the National French Week Website: [www.frenchteachers.org]. All materials can be ordered through our on-line store. Direct questions to [aatf@frenchteachers.org].

Vol. 36, No. 1 (September 2010)
“Kiffe Kiffe demain” est une expression familière qui veut dire “nouveau jour mais rien ne change.” Dans le roman Kiffe Kiffe demain de Faiza Guène on voit Doria, une jeune fille d’origine marocaine, qui pense que la vie est toujours la même. C’est une histoire émouvante de son passage à l’âge adulte. Doria raconte cette histoire en faisant découvrir au lecteur son quartier, la vie dans la banlieue parisienne et comment les immigrants essaient de s’adapter à la vie en France. Ce qui est intéressant, ce n’est pas uniquement l’histoire de Doria, c’est l’histoire des autres dans sa vie – sa mère, ses amis, sa tante et l’influence que ces personnes ont sur elle.

Doria explique que son père a quitté la famille il y a six mois; il est parti parce que sa mère a eu des difficultés à avoir d’autres enfants après Doria. Son père voulait un garçon; alors il est retourné au Maroc pour trouver une autre femme. Sa mère est déprimée à cause de son départ. Doria va consulter un psychologue parce que ses profs la trouvent “réfractaire.” À travers les rendez-vous avec le psychologue et ses expériences avec ses amis, le lecteur comprend que Doria pense qu’on ne peut rien faire pour changer son destin. D’après ce qu’elle voit autour d’elle, elle désespère parce qu’il lui semble que tout va mal. Pourtant, à la fin de l’histoire, son point de vue a évolué. Le lecteur observe Doria qui se développe et devient plus mûre.

Ce roman serait un bon outil pour faire découvrir aux élèves la banlieue parisienne. S’il n’y a pas assez de temps pour lire le roman entier, l’enseignant peut choisir des extraits à analyser avec la classe. Doria raconte des histoires typiques des personnes qui habitent la banlieue de Paris et qui peuvent constituer une autre vision de Paris pour les élèves. Doria fait même une comparaison entre ce que tout le monde pense de Paris et la réalité des banlieues. Les élèves peuvent voir que la vie est différente pour ceux qui ne sont pas français. Le seul inconvénient, c’est que Doria utilise un langage familier et souvent grossier.

Les amis avec qui Doria passe son temps viennent de pays différents. Après avoir rencontré ces personnages, les élèves peuvent identifier tous les pays qu’ils représentent et puis créer un projet sur les pays du Maghreb, ou le projet peut cibler d’autres pays francophones. Les élèves pourraient faire un exposé sur ces pays, leurs cultures et leurs traditions. Ce projet leur permettrait de mieux comprendre les différences entre les pays francophones et pourquoi il est parfois difficile pour les immigrants de vivre en France.


Si l’enseignant veut simplement poser quelques questions de compréhension, voici quelques possibilités:
1. Où habite Doria et d’où vient-elle?
2. Quoï sont les personnages qui entourent Doria? Est-ce que leur influence est bonne?
3. Comment est la mère de Doria? Qu’est-ce qu’elle fait comme travail? Qu’est-ce que Doria pense de l’éducation de sa mère?
4. Qu’est-ce que Doria pense de la vie en général?
5. Qu’est-ce qu’elle pense du gouvernement français ou plutôt de la sécurité sociale?
6. Quelles nationalités sont représentées dans le roman?
7. Qu’est-ce que vous avez appris sur les banlieues de Paris?
8. Comment est-ce que son avis sur Hamoudi change pendant le roman? Pourquoi?
9. À quel point est-ce que l’attitude de Doria commence à changer? Qu’est-ce qui a provoqué ce changement?
10. Que veut dire le mot «kiff», et comment est-ce que le sens change pour Doria durant le roman?

FRENCH LANGUAGE ADVOCACY WIKI
How do I...
- Recruit more students?
- Be more visible?
- Cultivate allies?
- Formulate cogent argument for studying French?
- Engage others to advocate for my program?
For ideas and ready-made documents, click on [Frenchadvocacy.wikispaces.com].
I was visiting my daughter’s high school and decided to peek in on her Spanish class. From what was written on the blackboard, the class was working on an assignment translating a passage from English to Spanish—at least that’s what they were supposed to be doing. I counted nearly half the students doing something else. They appeared distracted. When I looked more carefully, I discovered that many had their cell phones in their laps and were rapidly moving their fingers. After class, my daughter and her friends told me they were bored with the lesson and were texting each other across the room. Two of her friends bragged that they could text blindfolded (Rosen 2010).

This scenario may seem familiar to many of us, although few of us may want to admit or see it. Our students may seem distracted and more interested in texting (let’s hope not sexting) or socializing with peers than in our lessons. But is this desire to be connected really all that new? Socializing has probably always been and still is of primary concern for our students. It is just that in the past they could not do it as easily during class. What is new is the way students can socialize. With technology, students can connect to anyone at any time. Instead of a piece of paper discreetly passed between desks, students are sending messages through the phones hidden in their jeans, potentially to people across the world. What do we do? Is it our students, our teaching, the “world today?” Why isn’t learning happening the way it did “when I was in school?” I propose that we embrace the technology of texting and turn to our advantage this behavior that even the most stringent schools have trouble eliminating. This column will briefly examine how this generation of learners is different, the benefits of embracing this technology, and then explain a lesson plan for how to use texting to enhance learning in a French classroom.

The National Science Foundation Task Force on Cyberlearning in 2008 discusses how our classrooms resemble those of our parents. Other scholars make comparisons to the nineteenth century. YouTube videos provide evidence of similarities: the one-room, fixed wooden desks and chairs [www.youtube.com/ watch?v=DTWTKDw6f4] or [www.youtube.com/watch?v=dGCJ46uyR9g]. Admittedly, not all classrooms look like this. But has the educational setting changed as much as the world around it? We have many of the same tools, and we also have incredible changes. Are we using new innovations for maximum learning, or do we still want to use an academic model for learning that dates from the Middle Ages? I was reluctant to change my teaching for this new generation of learners and felt that they needed to come around to my way of seeing the world. After all, I was introducing them to this academic legacy and preparing them for the real world. But, what is the real world of the 21st century? Reading Marc Prensky’s short article “Digital Natives, Digital Immigrants” helped me understand.

Here is the premise, supported by research: “Our students have changed radically. Today’s students are no longer the people our educational system was designed to teach” (Prensky, 2001). So, why should we use technology in our teaching? Because it is most effective for today’s digital learners.

The real world of the 21st century has connected citizens used to multimedia, multitasking, and immediate responses. Rosen explains that students hate school because education has not caught up with their tech-savvy. He explains that their minds have changed; they have been “rewired” (Rosen 2010). Many other researchers, such as Howe, Lavine, Prensky, and Small, explain the traits that describe this new generation, whether you call them Millennials, the Net Generation, or Digital Natives:

- Multi-tasking
- Parallel process (instead of linear process)
- Graphics before text
- Random access (hyperlinks, find their own order, choose what’s important)
- Flexibility
- “Twitch” time
- Immediate feedback
- Choice
- Connected all the time (to family, friends)
- Networking
- Games
- Frequent rewards
- Like to see and be seen
- Want authority / control
- Instant gratification

- End result more important to them than the information
- Need real-world implications
- Community connections

Texting fits many of the characteristics just described. It’s immediate, fun, connected, random, real world implications. CTIA explains more and shows an increasing trend towards texting in their executive summary of research conducted in 2008: [http://files.ctia.org/pdf/HTeemMobileStudy_ResearchReport.pdf].

Texting builds knowledge of phonetics and pronunciation because students have to work to figure out the texts. It increases knowledge of grammar because students have to figure out the proper French to understand the text in many cases (chê pas, for example). Students work on typing accents and learning the technology of texting in French. Texting has become a primary means of communication in France and the Francophone world, even among digital immigrants and in business contexts. Students need to know about this cultural aspect and be prepared to participate appropriately. Using texting may also increase motivation for learning because students are allowed and encouraged to use their cell phones, the forbidden fruit! Viann Pederson shares about using texting in her Spanish class:

This assignment appeals to digital natives because (1) they learn by doing; (2) results and personalized learning experiences are more important than gathering knowledge; (3) they like experimentation and knowledge sharing; and (4) they thrive on rapid feedback at “twitch” speed. My students loved it and the motivation and enthusiasm carried over into other activities in class (Cited from course assignment in 2008).

Also, while not all students might have easy access to a computer, nearly all students have access to cell phones. I ask each class who has them and who would like to use their phone to participate, and the response is almost always 100%. The few times it was not, it was at least 80% and we worked in pairs to solve that situation.

There is some controversy that this kind of exercise will fossilize errors in student writing. One research study suggests this, but many others have not proven this to be true. In fact, research by
Drouin and Davis (2009) and Plester, Wood, and Bell (2008) show either that students using texting showed higher scores on linguistics tasks or that texting does not have any adverse effects. In short, texting may actually HELP reading and writing.

Here are assignment details:

**How to organize the project** (entire project conducted in French)

**Before the project...**

I put in the syllabus a "Texto" day (so all can see and look forward to it and ask about it).

A week ahead of time I tell students we will be texting in class on a certain day and ask who has a texting plan on their phone and would like to participate by bringing their phone (usually almost everyone). If there are gaps, we work in pairs or with partners.

We pass around a paper and ask everyone to write down their phone number.

**The day of texting...**

First, I tell them to get out their phones! They LOVE this.

I hand out the worksheet and explain that there are at least three kinds of texting. (10 min.)

1. Using abbreviations: ex. LOL in English, TLM in French
2. Phonetic spellings: ex. CU in English, QOP in French
3. Everything else that shortens makes it cool (using numbers, English, etc.)

With a partner, they go through the worksheet and try to see how many "textos" they can figure out (first in proper French, then by writing an English equivalent). (10 min.)

We now look at the answer sheet. (5 min.). Laughter and jokes ensue. For the answers, I refer my students to the pages at [french.about.com] by Laura K. Lawless at [http://french.about.com/library/writing/bl-texting.htm]. She gives the French texto, what the texto means in French, and then an English equivalent. She even has French texting tips and some patterns to help.

**French Texting Rules**

The basic rule of texting is to express yourself with the fewest number of characters possible. This is done in three ways:

1. Using abbreviations, like TLM for ToutLeMonde
2. Using letters that are pronounced like the desired sounds, like QOP for occupé
3. Dropping silent letters, especially at the end of a word, like parl for parle

**Patterns**

C replaces C'EST, S'EST, SAIS, etc.
E replaces AI, AIS, and other spellings of similar sounds
K can replace QU (e.g., koi) or CA (kdo)
O replaces AU, EAU, AUX, etc.
T replaces T'ES and other spellings of the same sound
1 replaces UN, EN, or IN
2 replaces DE

**Tip**

If all else fails, try reading the symbol out loud. :-) (Lawless)

They are now asked to text each other. We read aloud some of the texts.

Someone usually picks a funny / obscure one from the list (5 min.). The rest of the class is spent on our regularly scheduled work. BUT they are asked to text each other throughout the class to make comments, always in French. As people receive texts, they report on what was shared.

**Bonus**

We have "texto" days on other days too, where students just bring their phones, now that they know the system. Also, I give extra credit if they text friends outside of class in French. Many do this automatically and love to show me the transcript of their texts.

**National Standards Addressed**

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written language on a variety of topics.

Standard 4.1: Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.1a: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Note: I also work to include culture (standard 2) in our discussions and we are often discussing content that spans and connects to other disciplines (standard 3).

**Learning Outcomes**

Students report high satisfaction with this activity.

Students are able on tests to articulate why texting is important and how it fits in the French culture of today.

Students also retain well the specific textos on tests.

**EVEN MORE IMPORTANTLY, they LOVE it! When I do not do it in all classes, my other classes come to me and ask me why they can't use their cell phones, too. They BEG to do this activity!**

**Ending thoughts**

It's quick. It's easy. It's fun. It's pedagogically grounded. It accomplished grammar review, pronunciation practice, and cultural knowledge. Students love it. Try it today!

Gay Rawson
Concordia College
[rawson@cord.edu]

**TEXTO WORKSHEET**

Donnez l'équivalent de ce texto en français standard (et ensuite en «texto» anglais)

1. 6né
2. 2.A+
3. ASV
4. bsr
5. CPG
6. DSL
7. G
8. Jv
9. JMS
10. Kan
11. kestoufou
12. Koi29
13. Lut
14. mR6
15. NSP
16. p2k
17. qnn
18. rdv
19. savapa
20. TLM
21. TOK
22. vazi
23. Xlnt
24. VrMan
25. STP

**Selected References**


Jones, G., Edwards, G., & Reid, A. “How
AATF/CONCORDIA LANGUAGE VILLAGES/FRENCH EMBASSY ADMINISTRATOR OF THE YEAR

John Durkee, Principal of Marcellus High School (NY), was chosen for “the outstanding job he has done in the promotion of the study of Languages in general and French in particular.” The Outstanding Administrator Award is cosponsored by the AATF, Concordia Language Villages, and the French Embassy. Mr. Durkee received a framed certificate, and a stay at Concordia Language Villages has been awarded to a student in his school. Heather Heinekamp was awarded a two-week stay at Concordia Language Villages. Heather was recognized for her high and consistent work ethic in French and her interest in continuing her study of French in college. Mr. Durkee was nominated by AATF member Jessica Cuello. The AATF would like to thank Concordia Language Villages and the Embassy of France for sponsoring this award for the third year.

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

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).

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<td>Send this form to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901: FAX (618) 453-5733; E-mail: (<a href="mailto:address@frenchteachers.org">address@frenchteachers.org</a>).</td>
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Since the founding of AATF’s Commission on Advocacy, program rescue efforts have been largely focused on K-12. We had hoped to see potential local advocacy centers in colleges and universities with French programs. As we fought through years of challenges, we began to see that our assumptions were somewhat misguided. College and university programs, though often set in very different political circumstances, can disappear just as easily as those in K-12 schools.

In the wake of the recession, public college foreign language programs are vanishing like smoke. Instability in the equities markets has diminished the once mighty endowments of the nation’s private institutions, putting their offerings in jeopardy, too. Occurrences which accompany the elimination or serious re-direction of foreign language programs at the college or university levels. One condition, exacerbated by our current recession but destined to financially crowded and eliminate many small programs in public colleges is the unhealthy growth of enrollment and support staffing. One state university system in 2008 had no less than 418 administrators with “provost” or “chancellor” in their titles. Though there is ample evidence for this bloating of administrative ranks, this is not a simple issue. A number of administrative positions are the result of demands by state taxpayers through their representatives. Some are purely political positions to satisfy perceived desires of voters. This is a deplorable condition.

This site introduces the reader to over a hundred people who have majored in French and gone on to interesting and successful careers outside of professional translating and the French classroom.

College foreign language programs in no less than 35 institutions have recently been threatened or eliminated from Maine to California, from Minnesota to Texas; a number of French programs among them. There are instances where French has been eliminated from all levels, core requirements through doctoral programs.

News of these cuts has been generally limited to local and regional publications, though this loss of epidemiic proportions has been reviewed in a recent article in the Chronicle of Higher Education: “Foreign-Language Programs, Facing Cuts, Find a Champion” [http://chronicle.com/article/Foreign-Language-Programs/65645/].

In the majority of cases where a French program was threatened, cut back, or eliminated, our information did not come from an AATF member. Where there were members in a threatened department, they did not seem fully aware of the Commission or its two Web sites: the French Advocacy Wiki [https://frenchadvocacy.wikispaces.com] and Ideas for French Language & Culture Advocacy in the U.S. [www.utm.edu/staff/globeg/advofr.shtml]. One of the links from the “French Advocacy Events” page, [www.utm.edu/staff/globeg/advocshed.shtml] entitled “Danger Signs for College Foreign Lan-guage Programs,” provides a non-exhaustive incident-generated list of the conditions and the remedy for which is much larger than the scope of our advocacy program. It may well become a matter of concern for state legislators and taxpayers, but we note that some students protesting public university program cuts carry signs which read “Chop from the top.”

Another cause for concern is the status of foreign languages in grades K-12. While national leaders and initiatives have labeled foreign language education “core,” and there is abundant evidence of its benefits in brain science and cognitive development studies, state and local educatores have struggled to make it a required experience, even for college-bound students. Real “core” status in K-12 public schools where students have mandatory language classes is increasingly problematic when balanced with scheduling and staffing demands of STEM Curriculum, NCLB, IB and AP courses. Add to this a state’s “Race to the Top” maneuvers for a nearly impossible situation.

On the college level, quite frequently it is these “core” disciplines which have fewer majors than more specialized pre-professional disciplines. Yet a state higher education commission will balk at eliminating a low-producing English or Math program because it is unthinkable to eliminate the chance for students to major in something that has been an educational staple throughout their academic careers. Giving foreign lan-
guage study real “core” value to the extent that we require all students to participate is, however, as controversial with language professionals as it is with the rest of the educational establishment and those who run or support it. The focus on modern acquisition models tells us that a learner would need considerably more time than a language requirement would yield, and the shortage of teachers tells us that instructional staffing could not meet our “highly qualified” standards. And so, we find ourselves not far form the position of those who oppose the “core” status of foreign language learning.

The “Danger Signs for College Foreign Language Programs” page also outlines a number of other conditions observed in the situations of French program chal-

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

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

Nominations may be made by any AATF member in good standing or by an AATF Chapter. All documents must be submitted by February 1, 2011.

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

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

**TIME LINE**

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

**REQUIRED QUALIFICATIONS**

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

**EVALUATION CRITERIA**

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

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

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

Evidence of professional growth and development may include:

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

Evidence of contributions to the profession may include:

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

**NOMINATION PACKET**

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

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

**ADVOCACY**

- Information about the most effective way to advocate for foreign language programs
- Links for language-related Congressional testimony
- Federal government grant opportunities
  Check out the JNCL-NCLIS Web site at [www.languagepolicy.org]
The comments on this page are a few of the student comments answering the question, “What was your favorite part of the immersion day?” These comments reflect the favorite part of the program for all of us who have become involved in these Journées intensives en français.

Everyone speaks French!

The Immersion Day was designed to provide an extended period for skill-use activities in French. With so much grammar, vocabulary, literature, and culture to introduce, practice, and test each school year, there is little time for this type of creative and free communication during tightly packed class time.

Recalling material covered in the past, reusing and recombining vocabulary and idiomatic expressions in a gram-matical framework in order to express one’s own ideas are difficult tasks which need repetition over long periods. Listening comprehension takes time to perfect.

Another important aspect of this activity is the opportunity to interact with French speakers, other than one’s own teacher(s) and classmates. Language learners need to adapt to different accents and ways of speaking. They need to be taken out of their relatively comfortable and familiar classroom setting, plopped down in a “foreign environment,” and required to communicate without recourse to English.

We were inspired by the magnificent efforts of Luz Maria N. Berd who created the George Williams College immersion weekends which ran for 25 years. She based them on the “Middlebury Model” of a language pledge and complete immersion in the language, literature, and culture of the target language.

About 65 students from 14 Chicago-area public and private high schools attended this second immersion day. There were eight teacher participants from five of the schools—Lisa Andersen, Leah Bolek, Christi Castensen, Elaine Dively, William Ham, Maureen Madden, Laura Siebert, and Eileen Walvoord, President of the Chicago/Northern Illinois AATF Chapter.

The majority of students were in level three (31) with about 17 each in levels two and four/five. As can be expected, the level three and four/five students were more comfortable expressing themselves and understanding what was said to them.

The first activity of the day required going through “customs,” in which the participants had to show their “passports” to the “customs agent,” answer questions, and explain some of the strange objects in their paper “suitcases.” They went on to a room filled with various board games which they could play until the official introduction, language pledge, and countdown. They then proceeded to two formal sessions.

Half of the group attended a class on Monet, taught by Maria Demucci Schoon, in which they recreated some of his paintings, and a mystery game aboard a cruise ship, taught by Andrea Isabelli. The other half of the group attended Kristina Beck’s science-based class on the five senses and a class on Paris by Monique Tranchevent.

Everyone stayed with their second

Meeting new people & talking French all day

teacher to play a guessing game identifying objects hidden in paper bags. These words were a resource to help them create the original skits they would be presenting in the afternoon. After lunch, everyone sang and danced, and finally each small group presented their skit. We had a small treat to eat, Carambars, which Mme Tranchevent brought from her recent trip to Paris.

Group assistants included Christina Anderson, Zerrin Bulut, Marnie Goodfriend, Margarita Levasseur, François Mishinger, Sophia Petrakos, Laura Schmuck, and Jodie Sloan. Lisa Nordmeyer was our host, AV consultant, and site coordinator. The event was held at West Leyden High School in Northlake. Kristen Aswell created the passports, Lynn Robinson served as technical director, and Donna Czarnecki and Patricia Olderr are the co-directors.

An innovation this year was the blue tee-shirts made by Bill Weber and the Woodstock North High School print shop staff. Long sleeved for the staff and directors, and short sleeved for the participants. The front exorted, “Fétons le monde Francophone!” On the back was the subtle reminder of the language pledge, “Communiquons en français!” The AATF was acknowledged as the principle sponsor. Many thanks go to Donna Czarnecki and Andrea Isabelli for the design.

Thanks go to Dr. Beth Concannon, principal of West Leyden High School, for allowing us the use of their facilities and for encouraging and supporting this type of activity.

As the evaluations were turned in, participants were invited to choose prizes, many of which were donated by TV5 Monde and the National French Contest, as a reward for speaking French all day. After the countdown, the language pledge was lifted and the day ended.

J'ai parlé français tout le temps!

In the evaluations, we found that some of the students, who had attended the Immersion Day last year, missed the croissants and chocolat chaud we had provided for breakfast. We plan to bring that back next year, but earlier in the morning so as not to take time away from the principle activities.

The general feeling we had was that everyone had a good time, whether they always had the right word or understood everything said to them or started dancing on the correct foot or were on the right page in the song packet. This day, devoted to speaking French and learning more about French culture, was an enjoyable, enriching experience for everyone involved.

We are grateful to both the national and local AATF and the Consulat de France à Chicago, which, through their generous support, have made this immersion day possible.

Pat Olderr
[patolderr@yahoo.com]

CALL FOR PROPOSALS 2011 AATF CONVENTION IN MONTREAL

The on-line call for proposals for the 2011 AATF convention, to be held July 6-9 at the Delta Centre-Ville Hotel in Montreal has been posted on the AATF Web site at [www.frenchteachers.org]. Proposals will be accepted until December 15, 2010. All those interested in submitting a proposal should consult the AATF Web site. The theme for this year’s convention is “Le Québec: culture nord-américaine, langue française.”
Continuing in the tradition of the AATF Book Club and in preparation for the annual convention in Montreal, President Ann Sunderland has recommended the establishment of a Quebec Cinema Club, whose objective is to bring French teachers together through viewing films throughout the year, opening a window on the world of Quebec society through its cinema. Throughout the next year we hope to view six films, perhaps in an on-line discussion forum but certainly culminating in a summary workshop at the annual convention in Montreal.

The films selected will offer insight on traditional and modern Quebec culture and society, language issues, sovereignty, as well as more universal themes such as employment, happiness, good vs. evil, childhood and coming of age. All films except C.R.A.Z.Y. are suitable for showing in high school classes. All include English subtitles and are easily obtainable through Archambault in Montreal [www.archambault.ca]. Many, if not all are also available through Amazon.com or Amazon.ca.

We will view five or six films: C.R.A.Z.Y., La Grande Séduction, Mon oncle Antoine, The Rocket; Maurice Richard. Our final films, suitable in addition for middle school audiences, will be 1981 and/or Un été point ni coups sur.

Synopses of the film are included below and are taken from the Internet Movie Database: [www.imdb.com].

C.R.A.Z.Y. It's a story of two love affairs. A father's love for his five sons. And one son's love for his father, a love so strong it compels him to live a lie. That son is Zac Beaulieu, born on the 25th of December 1960, different from all his brothers, but desperate to fit in. During the next 20 years, life takes Zac on a surprising and unexpected journey that ultimately leads him to accept his true nature and, even more importantly, leads his father to love him for who he really is. A mystical fable about a modern-day Christ-like figure, C.R.A.Z.Y. exudes the poetry and the madness of the human spirit in all its contradictions. C.R.A.Z.Y. Bandeannonce [www.allocine.fr/video/layer_gen_ media=18602783&cfilm=92604.html]

La Grande Séduction St. Marie-La-Mauderne is a tiny fishing village in what some may call the middle of nowhere. For eight years the locals have stood in line for weekly welfare checks, wearing patched sweaters andglm expressions, and remembering the good old days when the catch was good, the fishermen were proud, and life seemed a lot more magical. Then one day, a chance at salvation: a small company wants to build a factory on the island, but only if a full-time doctor lives in St. Marie. The situation seems hopeless until a young doctor in Montreal has an unfortunate incident with a traffic cop and finds himself on a boat to the faraway village. But how to convince handsome, young, urbane Dr. Lewis to stay in this dreary little spot on the map? As it turns out, the answer lies in just a bit of seductive subterfuge—along with a tapped phone, a hastily assembled cricket team, and something called Festival de Beef Stroganoff. Written by Sujit R. Varma. La Grande Séduction Bande annonce. [www.dailymotion.com/video/x8mri4_la-grande-seduction-bande-annonce- shortfilms]

Mon oncle Antoine French Canadian director and actor Claude Jutra enjoyed his greatest critical success with this evocative and loving (but unsentimental) look at a few memorable days in the life of a boy on the verge of manhood in a small Quebec mining community in the 1940s. Renoit (Jacques Gagnon) is an orphan just edging into his teens. He works part-time for Antoine (Jean Duceppe), his uncle who owns the local general store and moonlights as an undertaker; Antoine takes the boy under his wing for a few days while the shop is busy during the holiday rush... But when Benoit joins his uncle to collect the body of a boy who has recently died, he confronts mortality for the first time and comes to realize what sort of a man his uncle really is. Mon Oncle Antoine won eight Génie Awards (the Canadian Oscar) and was honored at seven international film festivals, but it wasn't until the film was broadcast on Canadian television that it was widely seen in its home country; since then, a poll of Canadian film writers named it the Best Canadian Film of all time in 1984, and similar polls in 1994 and 2004 found Mon Oncle Antoine still at the top of the list. Written by Mark Deming, All Movie Guide. Mon oncle Antoine Trailer [www.youtube.com/watch?v=NpBAXYytSYU].

The Rocket; Maurice Richard In the late 1930s, a young machinist named Maurice Richard distinguished himself as an ice hockey player of preternatural talent. Although that was enough to get him into the Montreal Canadiens, his frequent injuries cost him the confidence of his team and the fans. In the face of these doubts, Richard eventually showed the kind of aggressive and skillful play that would make him one of the greatest players of all time as The Rocket. However, for all his success, Richard and his fellow French Canadians face constant discrimination in a league dominated by English speakers. Although a man of few words, Richard begins to speak his own mind about the injustice which creates an organizational conflict that would culminate in his infamous 1955 season suspension that sparks an ethnic riot in protest. In the face of these challenges, Richard must decide for whom exactly he is playing. Written by Kenneth Chisholm [kchishol@ rogers.com]. The Rocket Trailer [www.youtube.com/watch?v=TkcfFx1p4 Cg].

1981 Filmmaker Ricardo Trogi recalls the events surrounding his family's move to a new neighborhood when he was 11 years-old. (I.M.D.B.). Also: 1981 is a charming little story that takes us on a small trip through the director's past. He is a young, chubby and materialistic Ricardo Trogi (pronounced Tro-Gee) has moved to a new neighborhood and school. His sister has an expensive mouth retainer and a new cat that she can't seem to find. Ricardo's Dad is struggling for permanent work but remains optimistic, while his mother is the backbone of the family. Ricardo lives to his classmates about his acquisition of Playboys, he's got a huge crush on a girl, he dwells on popularity...any of this sounding familiar? Of course, it's middle school life. Author: Elijah C. Skuggs 1981 Bande annonce [www.vivafilm.com/fr/28/details/display/12172/].

Un été sans point ni coups sur It's the summer of '69 and Martin is 12 years old and dreams of making the neighborhood baseball team, emulating his new heroes, the Montreal Expos. When he gets cut, his father steps in and together they spend a summer full of hope and disappointment, line drives and foul balls. A summer to remember for both of them—and not only because a man walked on the moon. Site officiel du film [www.unetesanspointnicoupsur.com].

The moderator for the Cine club du Québec will be David Graham, aka Monsieur Québec: You can contact him at [Mrquebec@gmail.com].
AATF COOKBOOK: CUISINER ET APPRENDRE LE FRANÇAIS

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

Name: ________________________________
Address: ________________________________
City, State, Zip: ____________________________
Tel: __________________Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

NEW! LA VIE DES MOTS COLLECTION

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

“La Vie des Mots” x $15 = Total enclosed

Name: ________________________________
Address: ________________________________
City, State, Zip: ____________________________
Tel: __________________Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

COLOR NOTECARDS

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

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

Name: ________________________________
Address: ________________________________
City, State, Zip: ____________________________
Tel: __________________Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

DICTÉE AU CONGRÈS DE L’AATF À PHILADELPHIE

Il semble que les congressistes aient pris goût à la dictée, car la salle était pleine à craquer: beaucoup de personnes l’ont écrite debout ou assis par terre. Mais comme je l’ai fait remarquer: tous les participants sont des gagnants pour avoir le courage de se mettre au défi de l’orthographe française; il y en a simplement qui le sont un peu plus. Voir la liste ci-dessous. Le texte a été conçu par Marie-Simone Pavlovich, Northwestern University (IL).

Donc brav’ à toutes et à tous qui sont venus s’amuser avec la langue française et brav’ à tous ceux qui ont promis de s’entraîner pour l’année prochaine.

Grâce à de nombreux sponsors, nous avons pu remettre des prix très intéressants aux gagnants qui sont les suivants:

Jeanne Classe
Gregg Siewert
Elizabeth Knutson
Mary Farrell
Bernadette Takano
Randa Duvick
Danny Lawrence
Catherine Danielou
Ann Williams
Merrill Hakim
Michèle Bélanger
Annette Zakharian
Laura Nagel

Si cela vous intéresse d’obtenir une copie du texte, contactez Marie-Simone Pavlovich. Et surtout amusez-vous à faire des dictées pour vos élèves et pour vos collègues, et revoyez l’année prochaine.

Marie-Simone Pavlovich
Northwestern University
[spa347@northwestern.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
- A printable color catalogue of all materials is now on-line as well.
- Orders can be mailed, faxed, or completed on-line!
2011 ISE “LANGUAGE MATTERS” AWARD

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

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

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

AWARD: The ISE Language Matters Award will consist of a framed award certificate accompanied by a $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, 2011. It should be sent to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901 or e-mailed in .pdf or Word format to abrate@siu.edu.

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

SHARE YOUR SUCCESS STORY VIA THE FRENCH ADVOCACY WIKI

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

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

We thank all three of these colleagues for their support of the AATF and are pleased to award them Honorary Membership.

NEW HONORARY MEMBERS

Three exceptional individuals were named Honorary Members of the AATF at the Awards Banquet in Philadelphia. Malika Mokkeddem, French/Algerian writer, contributed her autobiographical essay, “L’identité traversière,” the gripping story of growing up in Algeria during the Algerian War and her subsequent emigration to France, where she first became a doctor and then a writer, to the May 2010 issues of the French Review. Her works have been recognized with many awards. She is also a noted women’s rights activist and continues to be a practicing physician.

Christopher Pinet, Outgoing Editor in Chief of the French Review, served in many roles in that publication and completed four terms as Editor in Chief. He instituted a number of new features and oversaw the preparation of special issues on Pedagogy, la Francophonie nord-américain, Algeria/France, Quebec, and many other topics. He upheld and enhanced the international reputation of the premier journal for French studies.

J. David Edwards, Executive Director of the Joint National Committee for Languages/National Council for Languages and International studies, is the lobbyist for the foreign language community in Washington, DC. For more than 25 years, he has kept the language community abreast of important issues affecting the study of languages. He is a trusted resource on these issues for many members of Congress and their staffs. He has had a hand in creating such programs as the Foreign Language Assistance Program, CIBERs, and Foreign Language Resources Centers, to name but a few.

ELECTIONS THIS FALL YOUR VOTE COUNTS!

The AATF will be holding elections this fall for four positions on the Executive Council. Regional Representatives will be elected for a three-year term (2011-2013) in Region III: Mid-Atlantic, Region V: East Central, and Region VII: South Central. An AATF Vice-President will also be elected for the term 2011-2013. Ballots will be included with the dues renewal notices that every AATF member will receive in early September. Ballots must be returned to National Headquarters by November 1, 2010.
AATF BOOK CLUB 2011

I am pleased to announce the AATF Book Club for the Montreal conference in July 2011. The site of the conference is informsing the book selections for the upcoming year. Since the mid-twentieth century, especially since the Révolution tranquille of the 1960s, Quebec has been home to one of the most dynamic literary scenes in the French-speaking world, and arguably in the entire world. Québécois literature is not limited to a bunch of writers born in the Belle Province, though. Not only is Montreal the second largest Francophone city in the world, it also has one of the world’s largest proportions of multilingual residents. The city’s large immigrant population and those immigrants’ first-generation Montréaldi children often speak not only French and English, but also a wide variety of world languages ranging from Vietnamese to Arabic, from Portuguese to Wolof. Some of this immigrant and first-generation population have chosen to write in French. Consequently, the theme of this year’s AATF Book Club will be “Littérature québécoise: Diversité par écrit.”

The goal of the Book Club this year is to provide a sampling of shorter works that can be taken back to the high school or undergraduate classroom. At this writing, the plan is to feature two Canadian writers (ideally one from Quebec and one from another province), plus two non-Canadian writers. The Book Club will look at three short story collections and one short novel so that the participants can incorporate the materials into their classes almost immediately.

Information regarding Book Club participation and conference sessions will follow over the next several issues of the National Bulletin. The Book Club articles will also include reviews of the texts and introductions of the discussion leaders. I hope you will be able to join us both in the AATF Book Club and at the conference next July in Montreal.

Steve Daniell
2011 AATF Book Club Moderator
[sdaniell@txwes.edu]

What’s New in the French Review?

Vol. 84, No. 1 (October 2010)

Articles include the titles below and more:

- “Seuil on the Threshold of Change: The Novel in 2009” (Cloonan)
- “Avignon 2009: Staging History, War, and Contemporary Social Plights” (Turk)
- “L’Année poétique 2009: seuil d’aube sur champ de ruines” (Brophy)
- “Le Discours décliniste en France” (Spaiden)
- “Truffaut: la disparue du Dernier Métro et de Jules et Jim” (Léon)
- “French Class Enrollment: Teachers’ Perspectives on Causes, Consequences, and Advocacy” (Newbill)
- “Parole et pouvoir: la part totale dans Hilda de Marie Ndiaye” (Geiger)
- “Sarkozy, Mabanckou, and Notes from the Bar: Alain Mabanckou’s Verre cassé” (Walsh)
- “Reevaluating the ‘Masculine’ and ‘Feminine’: Patrick Chamoiseau’s Kosto et ses deux enfants” (Gaeta)

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

AATF GLASS DISH

The AATF now has available a limited number of glass candy dishes (4” x 2”) with the AATF logo engraved on the lid. These dishes make perfect gifts for students and colleagues. $12 cost includes shipping and handling. To order, contact National Headquarters at AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

LA NOUVELLE TECHNOLOGIE DANS UNE CLASSE DE FRANÇAIS

Nous sommes une petite classe de littérature française dans un lycée privé. Pendant l’année, nous avons lu plusieurs romans par des auteurs Francophones: Le Clézio, Grumbert, Joffo, Oyono et Némirovsky. Récemment, nous avons échangé nos livres pour le Kindle.

Notre première rencontre avec le Kindle a bien réussi. Ce gadget que nous allons expérimenter pendant un mois va nous permettre de lire des livres en français, de télécharger des journaux et même des magazines. Par contre il est nécessaire de savoir que le Kindle a très peu de livres en version française. Nous l’avons trouvé très facile à manœuvrer. Le mode d’emploi est simple; il est possible de rechercher des mots, de marquer des pages comme dans un livre, de souligner des mots-clés, de télécharger de la musique. En plus, le Kindle DX contient un programme de lecture à haute voix; cependant, il ne marche pas aussi bien en français qu’en anglais. En ce qui concerne le prix, il est assez coûteux comme produit.

Auprès de lui quelques contes de Maupassant, notre bibliothécaire a suggéré que nous nous abonnions à un quotidien français afin d’être au courant des actualités françaises. Ayant le choix entre deux journaux, Le Monde et l’Écho, nous avons choisi Le Monde. Quelle joie de lire les actualités, les éditoriaux, les critiques-tout ce qui se passe le même jour où nous le découvrons.

Un autre jour, nous sommes allés dans le magasin Kindle pour rencontrer tout ce qu’on offre en français. Chaque étudiant a proposé un écrivain qu’il/elle a déjà lu, et nous avons cherché la possibilité de le lire sur Kindle. Malheureusement, un étudiant n’a pas pu acheter Sample mais a acheté le livre. Heureusement, c’était Lettres de mon moulin de Daudet.

D’après nous, le Kindle n’est pas seulement un moyen de lecture, c’est une expérience interactive, une aventure, qui augmente les connaissances des lecteurs.

Connie Pierce
Tabor Academy (MA)
[cpierce@taboracademy.org]
111th Congress and Languages

As the 111th Congress enters its August recess, the press of legislative business has even required the House to come back into session to pass a $26 billion bill to preserve teachers' and government workers' jobs. When Congress officially returns from recess after Labor Day, they will have a very full plate considering climate change, national security, Afghanistan, the economy, omnibus and supplemental spending bills, and reauthorization of the Elementary and Secondary Education Act (ESEA), among other concerns. With partisanship greater than ever and mid-term elections approaching, accomplishing anything may be difficult and a lame duck session seems possible.

The first session of the 111th Congress was almost totally dominated by the economy. By the second session, other issues, such as the Race to the Top (RTT) and its impact on education reform, began to come into play. In releasing the Department of Education's budget, Secretary Duncan announced a number of changes tied to the reform provisions in RTT. While not at the top of their concerns, one approach to accountability will impact languages. The budget and the Administration's blueprint for ESEA combines numerous academic programs and forces them to compete for funding. For example, the new Effective Teaching and Learning for a Well-Rounded Education program will combine the $27 million Foreign Language Assistance Program (FLAP) with seven other programs in economics, civics, arts, geography, and history.

In May, during the JNCL-NCLIS' annual Delegate Assembly and Legislative Day, the language community engaged in advocacy to save FLAP from this proposed consolidation, to increase funding for languages, and to garner support for Rep. Rush Holt's (D-NJ) H.R. 4065: Foreign Language Education Partnership Program (FLEPP). FLEPP creates sequenced, articulated foreign language partnerships between schools and institutions of higher education.

JNCL/NCLIS members discussed provisions for a new language bill that would include national, state, and local provisions. We are pleased that the JNCL-NCLIS efforts and collaboration during the meeting have resulted in several positive outcomes for languages, including appropriations, Congressional briefings, Senate hearings, and new language legislation.

First, FLAP is likely to be funded at $26.9 million in FY2011. This figure was reported by the Senate Appropriations Committee and would not consolidate FLAP as proposed by the Administration. Our collective efforts contacting members of Congress, successful Member Richard Brecht (CASL), The hearing demonstrated that although certain agencies have made some progress in increasing their language capabilities there is still much room for improvement at the federal level. The hearing webcast is available on the Subcommittee on Oversight of Government Management, the Federal Workforce and the District of Columbia Web site.

Third, as considered at the annual JNCL-NCLIS Delegate Assembly, provisions for an omnibus language bill were finalized recently. JNCL-NCLIS worked closely with the Coalition for International Education (CIE), ACTFL, the Asia Society, NEA, and others to build consensus and collaborate with Rep. Holt's staff. After a policy briefing on Capitol Hill, sponsored by these associations, Rep. Holt introduced the Excellence and Innovation for Language Learning Act (H.R. 6036). It is a $400 million initiative to create and expand language education infrastructure and programs at the national, state, and local levels. The local piece of the legislation is comprised of Rep. Holt's FLEPP bill (H.R. 4065). If passed, the entire omnibus bill would increase language learning opportunities at all levels. Although this is unlikely to occur during this session, it allows for language provisions to be considered in the reauthorization of the ESEA. Therefore, it is important to continue to raise awareness and advocate on behalf of H.R. 6036 H.R. 4065, and FLAP. JNCL-NCLIS President Dan E. Davidson and staff have spent the second session of the 111th Congress coordinating activities and reporting to members on new developments. We will continue to keep members alert to new information, congressional actions, and the need for advocacy. JNCL-NLICS genuinely appreciates all of our members' activities and your continued support for language initiatives and policies.

Ashley Lenker, Policy Manager
J. David Edwards, Executive Director
JNCL-NCLIS
[info@languagepolicy.org]

Note: The AATF is a founding member of JNCL-NCLIS which has been our voice in Washington, DC for more than 25 years.
Prices include first class postage. Payment or purchase order must accompany orders. Pictures of most items are available at: [www.frenchteachers.org]. Please allow 3-4 weeks for delivery. The first price listed is the member price; the nonmember price is in parentheses.

PROMOTION OF FRENCH (MEDIA)
Forward with FLES* 11-min. DVD encourages French FLES* programs with comments from experts, administrators, and teachers.

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

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

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

PROMOTIONAL FLYERS (sample copy available on request)
All flyers 100 copies / $12; 50 copies / $6 (20 cents each for quantities larger than 250 or for nonmembers)

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

AAFT PROMOTIONAL ITEMS

AAFT Glass Dishes: rectangular candy dishes (4x4x2") with AAFT logo on cover. $12 each ($15)

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

AAFT Bic Clic Pens: AAFT 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)

AAFT Ball-Point Pens: AAFT 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 Eric Vincent and the sights of Paris. Includes study guide. $20 ($30)

MEDALS AND AWARDS

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

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

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

OTHER MATERIALS

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

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

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

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

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

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


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

AAFT 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 AAFT 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 NFWS logo. Specify size. $13 for M, L and XL; $14 for XXL

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

WORLD SPEAKS FRENCH MATERIALS

See On-Line Store for ordering.

AAFT FLES* COMMISSION REPORTS

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

New Trends in FLES* (07) $10

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

Promoting FLES* Programs (04) $9

French FLES* Around the World (03) $9

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

Attracting French FLES* Students (96) $9

Other titles: Reaching ALL FLES* Students (95) $9

FLES* Methodology (94) $9

Expanding FLES* Horizons (93) $9

Evaluating FLES* Programs (92) $9

Implementing FLES* Programs (91) $8

Innovations in FLES* Programs (90) $8

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

Send your check or school purchase order to: AAFT Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. [aaft@french.teachers.org]. Prices valid through 12/31/10.
AATF STANDARDS MANUAL: Making Global Connections Using French Language and Culture: Standards-Based Lessons for Novice though Intermediate Level Language Learners

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

Name:__________________________________________

Address:_________________________________________

City, State, Zip _________________________________

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

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NEW! LAISSEZ LES BONS TEMPS ROULER!

Due to popular demand, we have decided to continue producing the Baton Rouge convention T-shirts. The design is white on royal blue. A limited number of bags are also available with the same design. Price includes shipping and handling.

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Address:_________________________________________

City, State, Zip _________________________________

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

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NEW! T-SHIRT COLLECTION

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

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City, State, Zip _________________________________

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NEWS FROM THE EXECUTIVE COUNCIL

Five new Executive Council members joined the group during the 2010 Convention in Philadelphia. Steven Daniell returned to the Council as Vice-President, having been elected to a full term after being named to complete an unexpired term. In addition, Abbe Guillot, Region II Representative, Catherine Daniellou, Region IV Representative, and Ann Williams, Region IX Representative, were all elected to three-year terms (2010-2012).

Two new Executive Council members were named who have been working for several months but officially assumed their position on July 1. Edward Ousselin, Western Washington University, was named as the new Editor in Chief of the French Review. Michel Gueldry, Monterey Institute of International Studies (CA), is the new Managing Editor.

We are pleased to welcome all these individuals who are so generously offering their time and expertise for the benefit of the Association and French teachers everywhere.

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FRANCE SYNERGIES

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

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

Sally Magnon [ssmagnan@wisc.edu]
LA FRANCE DIVISÉE

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

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

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

$25 (members)/$30 (nonmembers)

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

$5 (members)/$6 (nonmembers)

Total enclosed ______

_____ Check enclosed. Make check payable to AATF.

_____ Credit card (Visa or Mastercard only) ____________

Exp. date ____________ 3-digit security code ____________

Name _________________________________________

Address _________________________________________

City/State/Zip ________________________________

Daytime telephone: ____________________________ E-mail: ____________________________

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THE FRENCH REVIEW WELCOMES ARTICLES FOR A SPECIAL ISSUE

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

Deadline for submission: August 1, 2011.

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

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SOCIÉTÉ HONORAIRE DE FRANÇAIS

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

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

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CALENDRIER PERPÉTUEL

On what day...

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

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

Answers: 22 novembre 1685; 1er décembre 1944; 12 juillet 1998; 1er mai; 19 juillet 1919.
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. This fall the Executive Council established the following categories and benefits for Fund for the Future Benefactors:

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

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

SILVER LEVEL BENEFACCTOR:
Awarded to any member who contributes at least $1000 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 BENEFACCTOR:
Awarded to any member who contributes at least $100 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 ($250-$999), Patron ($100-$499), Sustaining Member ($50-$999). 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.

REFLETS FRANÇAIS

This outstanding video, created by Bernard Petit, presents the songs of Éric Vincent along with a visit of Paris. The multilingual flavor of Vincent's music and the poetry of Paris combine to create an exciting document. The 58-minute video is also accompanied by a study guide containing a transcript of the narration and the song lyrics, cloze exercises, and study questions. See page 38 for more information.

VIVE LE FRANÇAIS! CLASSROOM ACTIVITIES

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

Name: ____________________________
Address: ____________________________
City, State, Zip ____________________________
Tel. ____________________________Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

NEW! FABLES DE LA FONTAINE TEACHER'S MANUAL

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

Manuals x $20 each ____________________________Total enclosed

Name: ____________________________
Address: ____________________________
City, State, Zip ____________________________
Tel. ____________________________Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

AATF SPONSORED SESSIONS AT ACTFL

The AATF will again sponsor six sessions at the 2010 ACTFL Conference in Boston, November 19-21. We look forward to seeing many of you there. Don't forget to register for the luncheon sponsored by the French Embassy.

2. Encouraging Excellence in the French Classroom: Two AATF programs (Presenters: Ann Sunderland, Geneviève Delfosse)
3. Innovations and Collaborations for Promoting French (Presenters: Joyce Beckwith, Michael Hebert)
4. Integrating Technology in the French Classroom: iPhone/iPod Touch, Facebook, and Voicethread (Presenters: Lara Lomicka Anderson, Sharon Scinacirio, Geraldine Blattner, Deb Reisinger)
5. L'orang, l'arbre de vie ou de mort? (Presenter: Alice Cataldi)
6. The European Union: From Content to Classroom, Enrichment through Understanding (Presenters: Janel Lafond-Paquin, Stephen Kiley)

Please stop by the AATF Exhibit Booth and say hello!
From the AATF Commission on Cultural Competence:
A new book analyzing contemporary French culture

France in the Twenty-First Century: New perspectives
La France au XXIe siècle : nouvelles perspectives


Accompanied by a website with activities and regular updates
The full table of contents can be found at [www.frenchteachers.org/hq/materials/21st.pdf]

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/globe/globe/advo.html] 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: [bobbp@utm.edu]

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 Illinois Univ., Carbondale, IL 62901

PLAN NOW TO CELEBRATE
NATIONAL FRENCH WEEK
NOVEMBER 4-10, 2010

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]

M. Mme/Mlle
est membre de l’Association Américaine de Professeurs de Français avec tous les privilèges et tous les droits qui s’y attachent.
Fait à Carbondale, Illinois, États-Unis d’Amérique le ________ pour servir et valoir ce que de droit.

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

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

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

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

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

MODERN LANGUAGE ASSOCIATION (MLA), January 6-9, 2011, Los Angeles, CA. Information: MLA, 26 Broadway, 3rd floor, New York, NY 10004-1789; Phone: (646) 576-5001 Fax: (646) 458-0030; Web: [www.mla.org].

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

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), March 10-12, 2011, Baton Rouge, LA. Information: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076; Phone: (770) 992-1256; Fax: (770) 992-3464; E-mail: [lynnemcc@mindspring.com]; Web: [www.scolt.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), March 17-19, 2011, New Orleans, LA. Information: TESOL, 700 S. Washington Street, Suite 200, Alexandria, VA 22314; Phone: (703) 836-0774; Fax: (703) 836-7864; E-mail: [info@tesol.org]; Web: [www.tesol.org].

NORTH EAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (NECTFL), April 2-4, 2011, Baltimore, MD. Information: Rebecca Kline, Executive Director, NECTFL, Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; Phone: (717) 245-1977; Fax: (717) 245-1976; Email: nectfl@dkc.edu; Web: [www.nectfl.edu].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT), April 7-9, 2011, Dallas, TX. Information: Jody Klopp, Executive Director, SWCOLT; E-mail: [jklopp@cox.net]; Web: [www.swcolt.org].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA), April 8-12, 2011, New Orleans, LA. Information: AERA, 1430 K Street, NW, Washington, DC, 20005. Phone: (202) 238-3200; Fax: (202) 238-3250; Web: [www.aera.net].

INTERNATIONAL READING ASSOCIATION (IRA), 56th Annual Convention, May 8-12, 2011, Orlando, FL. Information: Reading Association, Headquarters Office, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139; E-mail: [pubinfo@readingorg.org]; Web: [www.reading.org].

LINGUISTIC SOCIETY OF AMERICA 2011 INSTITUTE, July 5-August 5, 2011, University of Colorado-Boulder, CO. Information: Email: [lsa2011@colorado.edu]; Web: [verbs.colorado.edu/LSA2011].

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

October 15  Deadline for submissions for the National French Week Poster and Essay Contests (see page 25)
November 1  Deadline for return of ballots to National Headquarters
September 1  Deadline for submissions for the January issue of the National Bulletin
November 4-10 National French Week (see page 25)
December 1  Deadline for receipt of nominations for the 2010 AATF/Concordia Language Villages/French Embassy Administrator of the Year Award (see page 16)
December 15 Deadline for submissions for proposals for the 2011 AATF Convention in Montreal (see page 32)
November 15 Deadline for receipt of applications to the AATF Future Leaders Fellowship Program (see page 14)
January 11  Deadline for receipt of applications for ASFAP Scholarship (see page 24)
February 1  Deadline for receipt of nominations for the 2010 Dorothy Ludwig Excellence in Teaching Awards (see page 31)
February 1  Deadline for receipt of nominations for the 2010 ISE Language Matters Award (see page 35)
July 6-9  AATF Annual Convention in Montreal (see page 32)
August 1  Deadline for submissions to the May 2012 Special Issue of the French Review (see page 40)

NEW!
Visit the AATF Web site!

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

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

Jane Black Goepper
Editor
[jbg@fuse.net]

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