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TAKING FRENCH INTO THE NEXT CENTURY:
THE DEVELOPMENT, PRODUCTION,
AND DISSEMINATION
OF
MULTIMEDIA INSTRUCTIONAL
AND PROMOTIONAL MATERIALS

In 1999, the American Association of Teacher of French (AATF) received a three-year Title VI grant from the United States Department of Education to develop, produce, and disseminate state-of the art multimedia teaching and promotional materials. The projects described below were part of a major campaign by the AATF to increase primary, secondary and post-secondary French-language enrollments in the U.S. and were aimed at highlighting the importance of cross-cultural communication and professional/business language pedagogy. The AATF believes strongly that these projects will attract significant numbers of new students because of (1) the availability of state-of-the-art Internet and video materials on key cultural and business issues; and (2) the development and implementation of aggressive promotional campaign materials aimed at students, educators, administrators, legislators, and parents.

Eileen M. Angelini, Present Chair, and Steven Loughrin-Sacco, Immediate Past Chair, of the AATF National Commission on French for Business and Economic Purposes supervised the grant projects and William J. Thompson, Commission Member, conducted the final review of all grant projects. The project developers are among the most active, innovative, and competent professionals in the field of foreign language education.

LA FRANCE DIVISÉE (FRANCE DIVIDED)

*Written, Directed, and Produced by
Barbara P. Barnett and Eileen Angelini*

Most American students, although familiar with the Holocaust and the fate of the Jews in Europe during World War II, are unaware of what was going on in France during this period, especially as far as the fate of French Jews is concerned. This excellent and powerful video will be of tremendous benefit in educating students about the round-up and deportation of Jews in France during the war, and should be considered for use by any instructor of French interested in presenting these events to students. The video could easily be incorporated into the high school classroom, or be utilized in language and civilization courses at the university level.

The 37-minute video is composed primarily of testimonies of French citizens caught up in the events of this period, including hidden children, a deportee, and a resistance fighter. Two historians also discuss the role of the Catholic and Protestant churches as far as the Jews in France were concerned. The sensitive issue of the role that the French played in the deportation of Jewish French citizens and in resistance to the policies of the occupying forces continues to be discussed today, allowing this video to be not only a chronicle of past events, but a reflection of an on-going analysis of what actually happened in France during this period.

The testimonies demonstrate that there was indeed a division in France, not only geographically between the occupied and “free” zones, but also between those in France who helped the Jews and those who collaborated with the Germans or at the very least contributed to the hardships experienced by those Jews who remained in France. The recurrent theme in the testimonies is the fate of Jewish children who lost most if not all of their family members, and were often left alone to fend for themselves, to be hidden, or to be sent to the countryside. The experiences of those interviewed vary; some offer positive comments on how they were treated by their fellow citizens, while others speak of the mistreatment they received because they were Jewish.

One of the strengths of the video is the fact that the interviewees include not only survivors, but also Lucie Aubrac, who was a “résistante” during the war, and who is well known as an author who has written extensively about the Resistance movement in France during the occupation. Her description of the fate of the headmistress at the school where she taught

provides an excellent example of how the French were able to help those Jews who remained in France, but who lost their jobs or businesses, and were left with no means to support themselves. She recounts how she and the other teachers pooled their resources to help the headmistress when the latter lost her job because she was Jewish. Aubrac's comments on what it meant to resist (by actually fighting against the Germans or by simply helping to support the Jews who were without employment) are particularly striking.

The video ends with brief excerpts of statements given by Jacques Chirac in 1995, and by the bishop of Saint-Denis in 1997, apologizing respectively for the roles of the French government and the Catholic church in the fate of the Jews in France during World War II. These statements once again demonstrate that this is a subject that has not been left in the past; these events continue to have an impact on French society today. Finally, brief biographical up-dates are provided on each of the interviewees, bringing their experiences to the present.

The video is in French with English subtitles. Teachers interested in the video should also consider *Incorporating the Lessons of the Holocaust into French Classes: An Instructor's Resource Manual*, also by Eileen M. Angelini and Barbara P. Barnett. Teachers may want to know that although the information provided is obviously serious in nature, there is no graphic footage that might be inappropriate for younger students. A study guide is also available.

INCORPORATING THE LESSONS OF THE HOLOCAUST INTO FRENCH CLASSES: AN INSTRUCTOR'S RESOURCE MANUAL

Eileen M. Angelini and Barbara P. Barnett

The two authors, who have given numerous workshops on teaching the Holocaust, have compiled a valuable resource for those interested in incorporating materials on this tragic part of world history into the classroom. The manual is composed of a short chronology, a detailed and informative glossary of terms related to the Holocaust, an extensive bibliography, documents and speeches, and list of memorials in France, other resources, websites, as well as suggestions for classroom activities and projects. The breadth of the information provided will make this a useful tool for French instructors in the United States, both in terms of locating background information and identifying materials that may be utilized in the classroom.

The bibliography, by far the largest component of the manual, includes references to films (both documentary and feature), literature, memoirs, critical works and history. One will find in these lists both well-known works concerning this period in history, as well as other works that may complement the reader's existing body of knowledge. Brief descriptions of individual entries will be of tremendous assistance in identifying appropriate materials. The section on history alone is of particular benefit, as it is divided by categories: Occupation and Vichy, Resistance, Holocaust, and Liberation. Later in the manual, a list of fifty websites pertaining to the Holocaust will also be useful to both instructors and students in locating additional information.

One of the more fascinating components of the manual is the section devoted to documents and speeches, which includes materials from the war period up to the recent present. Instructors will find these documents of particular interest for use in the classroom. And for anyone planning a personal trip or an organized trip with students to France, the listing of World War II memorials and museums in France, divided by region, might be considered a point of departure for a unique educational experience. More than eighty sites are listed, twenty-two of them in Paris alone. Many of the entries are annotated, providing the reader with some idea of the significance of the individual sites.

Finally, the section on possible classroom activities and projects is particularly beneficial to those who are not intimately familiar with the details of the Holocaust and World War II, especially as they relate to France, and who wish to incorporate these events into the classroom. Many of the activities require additional preparation and organization on the part of the instructor, but they undoubtedly prove to be both informative and rewarding for both teacher and student.

LA FRANCE ET L'UNION EUROPÉENNE:
ENTRE MICHELET ET MICHELIN

Irene Finel-Honigman

No discussion of France in the 21st century can ignore the country's position within the context of the European Union. Whether the topic is business, economics, culture, language, or politics, the recent history of France is intricately linked with the developments which have shaped nearly an

entire continent (as the recent call for the expansion of the EU demonstrates). The amount of material available is potentially overwhelming for the foreign language educator wishing to incorporate information on the European Union into a course. Many instructors are in need of a concise and basic overview of the history and institutions of the EU that can be of use both to teacher and student. The website “La France et l’Union Européenne: entre Michelet et Michelin” provides precisely this kind of information under seven headings, each of them providing a different angle on contemporary France and its relationship to the EU.

The first section, “Histoire politique,” provides a concise overview of those events which have led to the creation of the European Union. One of the interesting features utilized to present the recent history of France and the EU is the inclusion of quotations from noted politicians and others involved in, or witnesses to, this history. These comments provide an understanding of the attitudes towards the development of the EU, as well as the impact that this has had in and on France.

Undoubtedly the two “chapters” that will be of greatest interest, and which fortunately are the most detailed, are those on the institutions of the European Union and on the French economy. The section on institutions (the “parlement,” “conseil” and “commission” in particular) provides a clear explanation of the functioning of each, with links to their respective websites for further information. Perhaps the most informative section focuses on the French economy, but not only as it relates to the development of the EU. Extensive information and explanations are provided about the French banking system, nationalized companies (such as France Télécom and Air France), multinationals, and those sectors of French business that have achieved world-wide fame (such as dairy and beauty products). This component will definitely be of great interest and utility to students.

The final four sections, shorter in length than those just discussed, serve as intriguing stepping-stones to more detailed discussions of the common currency, culture, education, language, and technology. Once again the use of quotations provides some insight into the importance of these topics to the French. Although these sections are less informative than the first three, they demonstrate how, in France, the topics of politics, economics, culture, and language can be intricately interrelated.

THE DISNEYLAND PARIS CASE STUDY

Maureen McGuire-Lewis

Undoubtedly no American business venture in France has drawn greater attention and provoked more commentary than that of Disneyland Paris. Numerous articles and case studies already exist on the history of this controversial enterprise, and Maureen McGuire-Lewis's project is a welcome addition that will prove to be invaluable for use in the business French class. Presented both in English and French, this case study begins with the history of the Disney corporation in the United States, followed by the initial overseas venture in Japan, and then the conceptualization, development and implementation of the Disney amusement park outside Paris. Exploring how the Disney concept has been both a success and a failure around the world, and revealing the particularities of a unique corporate culture, the case study provides students with every facet of a company known world-wide as a creator of tourist destinations, yet one which confronted major problems when it sought to "conquer" France and Europe.

Teachers and students will certainly find the page "De l'agriculture à l'imaginaire: des hypothèses à gogo" of greatest interest, as it details how Disney encountered marketing and managerial nightmares during and after the construction of the park. The sometimes stunning examples of poor or ill-conceived planning on the part of Disney include issues involving climate, pricing of the park and its hotels, the European concept of vacation, and the hiring and control of personnel. As is the case for all of the pages on the site, this section includes vocabulary that may not be familiar to many students, and pop-up boxes explaining highlighted vocabulary greatly facilitate and enhance reading of the text.

One of the attractive features of the case study is the inclusion of a wide range of exercises for students, all in French. Many of these could easily become the basis of classroom conversation, or be given as written assignments. While some focus on vocabulary and reading comprehension based on the case study, others allow students to expand on what they have read, and explore topics both directly and indirectly related to Disneyland Paris. Students may put themselves in the position of Disney executives and park employees, look at other amusement parks in France, apply for jobs at the park, or consider issues such as unemployment and transportation as they relate to what they have read in the case study.

This is a very well-designed and thorough project, one that provides a variety of possibilities for use in the classroom. Given the world-wide renown of Disney, this site will be of interest to instructors and students alike, and will prove to be one of the most welcome supplementary activities for the business language classroom, among others, in recent years.

*Frost in France: AN AMERICAN RECYCLING
COMPANY NEGOTIATES A JOINT VENTURE IN FRANCE*

Maureen McGuire-Lewis

Frost in France is an extremely detailed and ambitious project ideally suited for use in the advanced business French class or in any course incorporating discussion of cross-cultural communication and business negotiations. Written and intended for use in English, *Frost in France* has as its aim, as McGuire-Lewis herself states, “to encourage students to look at the process they use while negotiating with representatives from different cultures.” The basic scenario of *Frost in France* involves three Americans traveling to France to set up a joint venture for Ellis Frost Electronics Recycling, Inc., an American company specializing in the recycling of computers and other electronic hardware. The three Americans meet with three representatives of the French government to negotiate the venture. Students act out the roles of the American and French participants, or serve as process observers, one for each team, who monitor the role-playing. The course instructor, or someone designated by the instructor, serves as the facilitator.

Each participant receives the necessary background information to play out the various roles. All participants read the background on France and the business situation which serves as the basis of the simulation. At the same time, for each role there is also a separate “role packet” containing information intended only for the student playing that specific role. The packets inform the participants about the personal history and characteristics of the individual whose role they are playing, and indicates the attitude the character has entering into the negotiation process.

This is a project that, given the advanced nature of the material and the amount of time that must be dedicated to the exercise, will be restricted in use to a limited number of classroom settings. Ideally, the simulation requires eight participants, although more students could participate as assistants to the major players. The fact that the project entails active engagement by all

of the role players means that those participating must be prepared for an exercise requiring creative effort and dedication to the individual roles.

In the business French curriculum, knowledge of cross-cultural negotiations and communication are a vital component. *Frost in France* does provide a venue for exploring these two concepts, and serves as a potentially fascinating exercise for the business French class. Although some might hesitate at the amount of time that must be devoted to the simulation, and at the fact that it is to be conducted in English, the potential benefits should outweigh these perceived drawbacks. *Frost in France* allows students, especially those in advanced business language classes, to put into practice negotiation skills of which they may only have a passive knowledge otherwise. Any instructor seeking to supplement the business French curriculum should consider this project for the classroom.

TO BE WHO WE ARE: *Quebec's Quest*

Maureen McGuire-Lewis and Eileen M. Angelini

While many teachers of French recognize the importance of Quebec to French studies, given its geographic proximity to, and its economic relationship with, the United States, many lack the basic background necessary for educating their students about this province. *Quebec's Quest* is an invaluable tool for those teachers in search of an introduction to the political, cultural, and linguistic history of Quebec.

Undoubtedly, the very presence of a large, French-speaking region "next door" is the major motivation for any teacher to incorporate discussion of Quebec into the classroom, and the information provided about the efforts devoted to the preservation of the French language by the Quebec government is one of the strengths of this project. The numerous examples provided about the "language police" and the laws concerning the use of French in Quebec are presented in a concise and interesting fashion, allowing the reader to obtain a solid introduction to this sensitive issue.

A brief outline of the geography and demographics of the province is of interest for two reasons. First, it succeeds in contextualizing Quebec in terms of its physical size, and second, it alludes to the important phenomenon of the "allophones," those Quebec residents whose native language is neither French nor English. The mention of this group is particularly critical in light of the political and linguistic debates in Quebec.

The largest part of the project is devoted to the history of Quebec, from the arrival of Jacques Cartier through the “Révolution Tranquille” and the rise of the separatist movement, concluding with an examination of “Quebec in the 21st century.” This last part returns to the issue of the preservation of the French language in Quebec, and demonstrates that although the question of sovereignty appears to be of lesser importance, the issues of cultural identity and language continue to be a preoccupation to the Quebec residents.

Those already familiar with Quebec will probably not discover any new information about the province in this project, although some of the quotations related to the language issue will certainly be of interest. As was already stated, the importance of this project lies in its instructional value for those teachers with little or no background in the study of Quebec, and above all for American students whose knowledge of “la belle province” is often limited to references to hockey and Céline Dion.

TEACHING THE BUSINESS FRENCH COURSE

Jo Ann Hinshaw

Undoubtedly the greatest fear that teaching Business French creates in the mind of French instructors concerns business concepts with which they are generally unfamiliar, at least that is the case for most instructors who have had a traditional background in French studies. The “Teaching the Business French Course” website does much to dispel these fears, as it presents clear and concise explanations of the terminology and concepts of those components of business and economics which are the most “foreign” to foreign language educators. Nine headings are used to divide the concepts in a manner consistent with the approaches utilized in most business French textbooks: “comptabilité,” “Banque de France,” “Incoterms,” “sociétés françaises,” “documents de transport,” “La Bourse,” “importations/exportations/douane,” “assurances,” and “système bancaire.” The use of links to other sites, pop-up windows providing additional information or translations, and sample documents, greatly facilitates and enhances the comprehension of the myriad of concepts presented under each heading. As an added feature, there are also topics available in English explaining business terminology (accounting and transportation) and institutions (the Federal Reserve, corporate structure) in the United States, thus providing additional information for those with no background in business.

Although the site is described as primarily a resource for business French instructors, both those just beginning to teach the subject and those with experience doing so, it must be pointed out that students can also derive great benefit from the site, in particular if they are looking for additional or alternative presentations of the vocabulary they encounter in their business French course. The language utilized to explain the concepts is certainly accessible to students already proficient in French, and the presentation of the material is, as was previously stated, clear and concise.

Several of the categories contain information essential for virtually any business French class, in particular those on “sociétés françaises” and the “système bancaire.” Others provide information that is of interest to instructors with more advanced students or students with stronger backgrounds in business, such as “comptabilité” and “Incoterms.” All of the information provided, however, is relevant to an adequate understanding of the major concepts of doing business in French.

Le Tour du Grand Concours

Eileen M. Angelini and Joanne S. Silver

This twenty-page guide to the National French Contest (“Le Grand Concours”) is of interest to teachers currently participating in the contest, those contemplating doing so, and contest administrators in the individual chapters. The guide, apart from presenting general information about the contest, offers advice on encouraging and preparing students to participate, on scheduling the event, and on publicizing it to students, parents, and school administrators. *Le Tour du Grand Concours* is a welcome supplement to the practical information provided on the AATF website, and to the information sent to teachers annually by contest administrators.

The first part of the guide covers the basic information about “Le Grand Concours,” including its history, how the contest is run, and how students are rewarded for their participation. This is familiar material to those who are already involved in the contest. The sections of this first part that are undoubtedly of most interest to teachers are those on awakening student interest and convincing students to participate. These two issues are among the greatest challenges for teachers wishing to be involved in the “Concours,” so the helpful suggestions provided in the guide can be of great benefit.

Another part of the guide follows up on these ideas by offering guidance on attracting students and preparing them for the contest, with both in-class

and extra-curricular activities, including useful hints for practice sessions. Other valuable information is provided on administering the contest, whether this is at a central location for the chapter or in the individual schools, and working with the contest administrator.

Probably the component of the guide that will be most widely used is the section on publicity. Teachers and contest administrators can always benefit from suggestions on how to publicize the event, solicit prizes, and prepare news releases. The appendices include a sample letter to parents, and a sample memo to be sent to other teachers. These demonstrate the importance of the involvement not only of the teacher and students, but of the entire school and the student's family as well.

Teachers wanting to ensure that "Le Grand Concours" will be a success at their school, and looking for as much information as possible to make sure that this happens, will find *Le Tour du Grand Concours* a useful and beneficial tool.

*Forward with FLES**

Gladys Lipton and Lena Lucietto

It comes as no surprise to foreign language educators that the earlier a child begins learning a foreign language, the easier it is for the child to acquire the language, including the vocabulary, the grammatical concepts, and the accent. Consequently, the teaching of foreign language at the elementary school level (FLES*) has increasingly become a desirable, albeit difficult goal in school systems across the United States. In order to help foreign language educators spread the word about the advantages of FLES*, the thirteen-minute video *Forward with FLES**, and the brochure *Why French FLES*?*, present a wealth of reasons for encouraging such programs, especially those in French.

The *Why French FLES*?* brochure offers, under different headings, answers to the question posed in the title, as well as comments from parents, teachers, and school and government officials. The colorful and eye-catching brochure is a useful tool for promoting such programs in schools and school systems around the country. Copies could conveniently be distributed at school, PTA, and school board meetings.

The video, *Forward with FLES**, is composed primarily of statements in support of elementary-level foreign language made not only by teachers and foreign language supervisors, but also by parents, school principals, a

PTA president, a school board member, and even a mayor. Most importantly, perhaps, students themselves appear in the video, in particular high school students who came out of FLES* programs, and who discuss the advantage they gained in learning a foreign language earlier than most of their peers.

The rationale for learning a foreign language at an early age is clear to those in the discipline, and the video does an excellent job of presenting a variety of reasons why FLES* is beneficial to children. The emphasis in the video is not only on the fact that younger children learn languages more easily, but also on other important factors, which go beyond mere language acquisition. Numerous statements are made about how much the children enjoy their language classes, how they can take what they learn home to their parents, and how they can even bring what they learn in the classroom to the community by engaging in cultural events. One particularly rewarding experience involves children going to a senior citizens' home to speak French with the residents. The video also includes discussion of the importance of foreign language as part of a global education, the reinforcement of other subject skills, the inclusion of culture as part of the language class experience, the exposure of students to concepts they would not otherwise know, and the continuing relevance of French as a language of business and diplomacy. All of these are presented as vital reasons for encouraging elementary foreign language education.

There is no more convincing way to convey this message than to present children utilizing the language, and the most striking segment in the video is undoubtedly one in which a teacher is discussing colors with two of her students. One little boy's impeccable pronunciation of "rouge" would be the envy of any university instructor who has labored to instill correct pronunciation in his or her students! *Forward with FLES** should be considered by anyone wanting or needing to convince parents, local and district school administrators, and others that there are many advantages to implementing French or any foreign language at the earliest age possible.

Those interested in obtaining copies of any of these nine projects should visit the AATF website: www.frenchteachers.org. They may also contact Jayne Abrate, Executive Director of the AATF at: abrate@siu.edu.