

# The French Review

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*Devoted to the Interests of Teachers of French*

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## ARTICLES

### FRANCOPHONIE

#### **Cinquante ans de Francophonie: missions, initiatives et impact sur l'enseignement du français aux États-Unis**

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*par Marie-Christine Weidmann Koop*

La Francophonie institutionnelle a fêté ses cinquante ans en 2020. Fondée en 1970 par le traité de Niamey instituant l'Accord de coopération culturelle et technique (ACCT), elle devient en 2005 l'Organisation internationale de la Francophonie (OIF). Regroupant aujourd'hui 88 États et gouvernements, l'OIF œuvre pour améliorer les conditions de vie des peuples qui la composent. Après un bref historique, cet article passe en revue la structure de la Francophonie, ses missions et ses actions. Il examine enfin l'avenir des études francophones aux États-Unis à la lumière des débats qui agitent actuellement leur appellation: études francophones, françaises transnationales ou encore "francosphériques"?

### LITERATURE

#### **La séduction olfactive: un fantôme de la narration chez Barbey d'Aurevilly**

85

*par Marinella Termite*

Longtemps discrédité car considéré proche de l'animalité, l'odorat constitue également un sens problématique en raison de son lien difficile avec les mots. Porteur d'une esthétique de l'indécidable, il questionne toute approche réaliste et crée des failles aux niveaux descriptif et narratif en s'imposant comme ressource possible du littéraire. Cet article propose une lecture sensorielle de l'œuvre de Jules Barbey d'Aurevilly à travers l'analyse du rôle des odeurs—jusque dans leurs absences paradoxales au fil des *Diaboliques* (1874)—afin de tenter d'en identifier la spécificité dans la quête d'une configuration narrative qui doit faire face sans cesse à leur dimension virtuelle.

## **Motherhood Redefined: Pregnancy, Pleasure, and Protest in Assia Djébar's *Les nuits de Strasbourg***

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*by Julia Praud*

Laden with maternal symbolism, language, and imagery, and structured to reflect the stages of pregnancy from conception, gestation, and birth, *Les nuits de Strasbourg* is the embodiment of a pregnancy through which Assia Djébar challenges and reimagines traditional models of motherhood by redefining and expanding its definition to include all who nurture while intertwining the maternal and the erotic throughout. By opening a space where the two can co-exist, Djébar is consistent with her larger body of feminist protest as she celebrates maternity in all of its forms while claiming female sexual pleasure as an integral component of the mother.

## ***Cyrano de Bergerac* and the Fairy Tale: Between Illusion and Disillusion**

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*by Sudarsan Rangarajan*

Under the threat of modernity, fairy tales struggled for survival. This study examines Edmond Rostand's *Cyrano de Bergerac* (1897) as a variant of *La belle et la bête* and *Riquet à la houppe*. In the absence of fairies, the agents of transformation, Cyrano and Christian's romantic relationship with Roxane is based on illusions that cannot be sustained. Their disillusion and death signal the end of the fairy tale as it is traditionally known. The play, however, creates a new form of illusion with Cyrano's simulated descent from and "ascent" to the moon, and points to the emergence of science fiction.

## **"Douce Colonisation" in Marguerite Duras's *Le vice-consul* (1966) and Nathacha Appanah's *Tropique de la violence* (2016)**

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*by Sheela Bora Hadjivassiliou*

This article examines two novels about France's colonial legacy in the Indian Ocean and establishes a lineage between Marguerite Duras's *Le vice-consul* (1966), set in 1930s colonial India, and Nathacha Appanah's *Tropique de la violence* (2016), set in present-day Mayotte. Despite the independence movements, revolutions, and decolonization that defined the years separating the authors' works, Appanah nonetheless reactivates Duras's critique of fifty years prior: violence is endemic, childhood is lost, and the goodwill practices of diplomacy and volunteer work prove equally disastrous as modern humanitarian aid reinstates the paternalism of the civilizing mission once used to justify colonial intervention.

## LINGUISTICS

### Nasal Vowel Deletion in Spoken French

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*by Adam F. McBride and Joshua M. Griffiths*

In this article, we report on a previously undocumented case of vowel elision in which the vowel of the possessive determiner *son* is elided in liaison context, meaning the utterance *son âge* may surface as [snaʒ]. Framing our analysis through usage-based phonology, we find that this emergent trend, which is realized by younger speakers, only surfaces in certain lexical and phonotactic contexts. We conclude with a call for further investigation into this phenomenon as well as other elidable vowels in French, since it appears that the *e-muet* is not the only vowel that can be elided.

## FILM

### Foreign Bodies: Gender and Clandestinity in Raja Amari's *Corps étranger*

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*by Maria Vendetti*

Raja Amari's 2016 film *Corps étranger* complicates stereotypes of clandestine migration by blurring intergenerational, gender, and national borders. By telling the story of a young Tunisian migrant, Samia, who is shown as part of a larger discourse of trans-Mediterranean migration, the film engages with the current refugee crisis and comments on how post-revolution Tunisian migration to France is evolving. The film offers a new approach to interrogating gendered violence and stands in for the discourses that do not always take place in public spheres about the role that migration continues to play between the Maghreb and France.

## **SOCIETY AND CULTURE**

### **Subverting the Culturally Unreadable: Understanding the Self-Positioning of Non-Binary Speakers of French**

**173**

*by Kris Aric Knisely*

In response to evolving sociocultural constructions of gender and increasing visibility of non-binary subject positions, speakers of French are subverting and adapting this grammatically binary language. However, existing studies have overwhelmingly remained detached from the ways that non-binary Francophones experience their own cultural positioning. The present study bridges this linguistic and cultural divide by investigating the themes and strategies used by 71 non-binary Francophones in discussing their own positionalities. Centering the voices of non-binary Francophones creates space for a deeper understanding of the broader social movements for the recognition of non-binary lives in Francophone contexts such as Canada and France.

### **Toward a More Gender-Inclusive and Gender-Neutral French Language**

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*by Simone Pilon*

Debates are intensifying in much of the Francophone world regarding the move toward more gender-inclusive language. The feminization of titles and professions was broached in Québec in the 1970s and was recently adopted by the Académie française. The long-held rule that *le masculin l'emporte sur le féminin* has been called into question by teachers and writers. Meanwhile, grassroots efforts to address the binary nature of the French language (masculine/feminine) are underway in order to recognize non-binary and gender-fluid people. This article explores efforts to make the French language more gender-inclusive and gender-neutral and the debates over these attempts.

## FOCUS ON THE CLASSROOM

### Performance-Based Testing in a French Pronunciation Course Using *Speak Everywhere*

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by Jessica L. Sturm

Evaluating oral capabilities is a long-standing struggle in language courses. The author developed a series of Performance-Based Tests (PBTs) using *Speak Everywhere*, an online platform for oral homework and testing. Students record answers and have as many attempts as they need to complete the activities. In order to allow students the opportunity to compare PBTs and traditional testing, the author used paper-based quizzes during the first half of the semester and PBTs for the second half. Student response was positive. Suggestions for other implementations of PBTs using *Speak Everywhere* are provided.

## DOSSIER PÉDAGOGIQUE

### *Au bout des doigts* (Ludovic Bernard, 2018)

par Laurence Denié-Higney, Kristen Whitfield, et Jacki Williams-Jones

Ce dossier pédagogique, conçu pour des élèves de français 2, 3, 4 et AP, contient des activités à faire avant et après le visionnement du film *Au bout des doigts* (Ludovic Bernard, 2018). On trouvera également les réponses aux activités. Avis aux professeurs et aux élèves: ce film contient du vocabulaire appartenant au langage parlé très familier.

[This *Dossier pédagogique* is available on the *French Review* website: [frenchreview.frenchteachers.org/Dossiers.html](http://frenchreview.frenchteachers.org/Dossiers.html)]

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# Forthcoming

March 2021 (Volume 94.3)

## **SPECIAL SECTION: L'ENSEIGNEMENT AUX TEMPS DE LA PANDÉMIE**

- Where Learning Begins: Lessons from a Pandemic (Ana Fonseca Conboy)  
Teaching and Learning During the Pandemic: A Journey of Co-Creation  
(Margaret E. McColley)  
Academic Integrity by Design: Universal Solutions for Face-to-Face, Remote, and  
Online French Classes (Jessica S. Miller)  
Developing Student Identity through Community: Practices in Remote  
Interpersonal Communication (Nicholas King)  
Creative Approaches to Teaching French and Francophone Culture Remotely  
(Geraldine O'Neill and Adelia Williams)  
Teaching French During a Pandemic: Lessons in Innovation, Creativity, and  
Community (Leanna Bridge Rezvani)  
The Silver Lining to Teaching Online in the Covid-19 Era (Danica Guerrero)  
The Flipped Remote Classroom in Colleges and Universities (Josiane Banini)  
Designing Interpretive Communication Activities in Canvas (Jason Martel)  
*Abd al Malik au musée*: Rap, Camus, and Neo-Impressionism in the Spring of 2020  
(Lynne Bermont)  
Rethinking the Beginning French Class: Strategies for Transforming Teaching  
Challenges into Opportunities (E. Nicole Meyer)  
Aborder les questions raciales dans nos cours (Angèle Kingué)  
Engaging Equity Pedagogy in Virtual French Courses (Jerry L. Parker)  
TalkAbroad: A Relaxed Setting for Learning and More Fun than Cheating  
(Peter A. Machonis)  
Engaged Online Language Learning with How-To Videos (Audra Merfeld-Langston)  
Facial Cues of the Mouth and Language Learning in an Era of Face Coverings and  
Virtual Courses (Elizabeth Zwanziger)

## **FILM**

- Bilan cinématographique 2019–2020: l'année *Misérables*  
(Nathalie Degroult, Michèle Bissière, et Marie-Line Brunet)  
Dossier pédagogique: *Hors normes* (Éric Toledano et Olivier Nakache, 2019)  
(Nathalie Degroult, Michèle Bissière, et Marie-Line Brunet)

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(Franck Lasmézas)  
From *chinoiserie* to *à la manière chinoise*: Théophile Gautier's "Le pavillon sur l'eau"  
(Jingwen Liu)

Le tout-monde d'Édouard Glissant: une vision poétique et politique altermondialiste  
(Mamadou Moustapha Ly)  
L'apothéose de la boue dans la trilogie mythologique de Michel Tournier  
(Jonathan Krell)  
Intertextualité et R/résistances dans l'autobiographie *L'enfance* (1999)  
de Catherine Ribeiro (Martine Fernandes Wagner)

### **FOCUS ON THE CLASSROOM**

Conception, transcription et lectures expressives d'un support culturel:  
l'exemple de *Ratatouille* (Arnaud Duval et Guillaume Jeanmaire)

### **DOSSIER PÉDAGOGIQUE**

*La vie scolaire* (Grand Corps Malade et Mehdi Idir, 2019) (Aaron Prevots)

Our Cover: Picture (Polynésie française) by Catherine Ousselin

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