

The French Review

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Devoted to the Interests of Teachers of French

SPECIAL ISSUE: *Le français a-t-il un avenir aux États-Unis?*

1069 *From the Editor's Desk*

ARTICLES

- 1072** **Service de coopération et d'action culturelle, Ambassade de France aux États-Unis**
- "Le français aux États-Unis: une priorité de l'Ambassade"*
- Avec l'avenir du français, c'est toute la question des "Humanities" aux États-Unis qui est posée, et c'est dans ce contexte que les Services Culturels de l'Ambassade de France (SCAC) intensifient leurs actions en 2013. Cet article analyse les atouts du français, ainsi que les stratégies et les outils pour le promouvoir

QUE FAIRE?

- 1094**
- Ronald W. Tobin**
- "French Studies: Plus de souvenirs que d'avenir?"*
- I propose that teachers of French undertake a multi-pronged challenge to abiding myths about France, the most destructive of which is an image of cuisine and couture—as opposed to a center of advanced research in science, mathematics, and engineering. By presenting the reality of French culture in class interventions, we will appeal to a broader set of student interests, enrollments will increase, and we will attract more men into the classroom. We also have to pursue business collaborations, explore what technology can increasingly do for connecting French and American curricula, and make a major fund-raising effort for study-abroad scholarships.

C O N T E N T S

- 1101 **Alain-Philippe Durand**
“A Certain Tendency of French/Francophone Studies in the United States”
 This article addresses the perception of French/Francophone studies in the United States, the challenges that French teachers face. The article then proposes an alternative plan and tactics the author has successfully developed throughout the years to accomplish the following: significantly increase the number of students majoring and minoring in French; strategically promote the study of French; show why it is important to change the way we promote the study of French and how to do it; show how acquiring French skills is useful in any career, including in jobs that never require speaking nor understanding French.
- 1113 **Kathryn M. Grossman and Heather McCoy**
“French and Francophone Studies at Penn State: Curricular Strategies”
 This essay discusses the strategies that the Department of French and Francophone Studies at Penn State has used to maintain enrollments, expand its major offerings, and respond to the ever-changing landscape of French/Francophone Studies in the United States. After a historical overview of various innovations, including the creation of multiple B.A. and B.S. options, the article outlines the ways in which the advising structure, promotion of study abroad, curricular innovation, instructional technology, and electronic outreach have all allowed the department to respond to the needs and expectations of its majors.
- 1122 **Jason Martel**
“Saying Our Final Goodbyes to the Grammatical Syllabus: A Curricular Imperative”
 Given that most American students learn foreign languages in schools, it is impossible to discuss the future of French in the United States without critically examining the effectiveness of K–12 curricula. I argue that we must distance ourselves from grammar-based syllabi, which reinforce a focus on language as object to be analyzed and have led to less-than-satisfying language learning outcomes. As an alternative, I recommend a content-and-language-integrated approach to teaching and learning French and offer strategies for its implementation.

- 1134
Simone Pilon
"Why Study French?"
 Discussions regarding foreign-language education indicate that the relevance of French as a language of study is not always evident and United States enrollments at the post-secondary level since 1968 show a general decline. In this article, changes in higher education and in French programs are discussed and ways in which instructors can meaningfully integrate the relevance of studying French into existing courses are explored.
- 1147
M. Martin Guiney
"How (Not) to Teach French: Psittacisme and Culture de Proximité in Three Cinematic Representations of School"
 Humanities teachers challenge the utilitarian, economic arguments with which administrators justify reducing offerings in our fields. If our profession is to survive, however, we have to convince an even more important constituency: our students. "Psittacisme" designates false learning, the regurgitation of unassimilated culture; "culture de proximité," by contrast, designates cultural knowledge with which students readily identify. In order to increase student support for our disciplines, we must avoid the former and exploit the latter. Three recent films—*L'esquive*; *Entre les murs*; *La journée de la jupe*—illustrate the need to recognize pre-existing student culture when teaching French language and literature.
- 1160
Virginia M. Scott, Eva Dessein, Julian Ledford, and Annette Joseph-Gabriel
"Language Awareness in the French Classroom"
 As part of our thinking about the future of French study, we developed a pilot program to address novice-level students' opinions and beliefs about learning French. Drawing on the principles of the Language Awareness (LA) movement of the late 1980s, we designed three presentations for use in the classroom to guide students in their thinking about foreign language study in general and French study in particular. This article reviews the theoretical principles of LA, describes our three Language Awareness Forums (LAFs), and presents preliminary findings regarding the effectiveness of using the LAFs as part of the regular course of study.

- 1173
- Jacqueline Thomas**
- “Showing the Relevance of French through Service-Learning”**
- When students of French are involved in service-learning, they hone and reflect upon their developing linguistic and cultural competence. At the same time, their service benefits a community partner, which demonstrates to parents and administrators, as well as to students themselves, the relevance of French. This article describes models of successful service-learning projects involving students of French, who have become ambassadors for their French program both on and off campus. Based on best practices for teaching foreign languages, these projects have enhanced students’ proficiency, motivated them to pursue their studies of the language, and bolstered the reputation of French/Francophone studies.
- 1183
- Ritt Deitz**
- “Every Project Should Answer a Question, or How Can Studying French Get You a Job Outside Teaching?”**
- The author responds to the crisis in French by suggesting unique solutions from his experience directing and teaching in the Professional French Masters Program (PFMP), at University of Wisconsin, Madison. Based on the idea that all research is an attempt to answer a question, this article encourages readers to reconsider, in their own teaching environments, the respective roles of humanities research, individualized student projects, internships and alumni work experience—as integral parts of our mission as French teachers working with unique cohorts of students who hope to use French in their careers after graduation.
- 1197
- Jessica S. Miller**
- “Cinq techniques simples pour se rendre indispensable”**
- Voici cinq techniques simples pour montrer aux administrateurs et au grand public que les programmes de français sont indispensables: (1) Impliquez vos étudiants; (2) Montrez le fruit de votre travail; (3) Servez la communauté; (4) Entretenez vos réseaux; (5) Innovez. Chacune est accompagnée de trois idées concrètes et adaptées aux emplois du temps chargés des professeurs de français. Ces suggestions s’accommodent à l’enseignement secondaire comme au supérieur, et peuvent être adaptées à des besoins spécifiques, sans qu’on soit obligé d’y consacrer trop de temps.

TÉMOIGNAGES

- 1210 **Corbin Treacy** As French instructors we are increasingly called upon to “sell” our language to parents, students, and administrators. But the question, “What can you *do* with French?” is the wrong one. The question people should be asking is “What can French *do for you*?” French studies should celebrate what it does well and stop trying to be something it is not.
- “The Failure of Utility: Redefining French Studies in the Twenty-First Century”**
- 1215 **Christine Berg** This essay explores the various methods that can be used to strengthen and sustain secondary French programs in the face of declining enrollment and waning support from community members and administration. The article seeks to demonstrate that it is possible to secure the future of French in our schools through a combination of interdisciplinary collaboration, project-based learning, and innovation.
- “A Multi-Dimensional Approach to Building a Strong French Program”**
- 1218 **Jeffrey Moore** This French teacher in California saw his class sizes increase as his student demographics diversified. Students see taking French in high school as a tool to understanding the complex and shifting nature of culture that exists outside of the English-Spanish dichotomy established in many school districts.
- “Teaching French as an Integral Part of a Multicultural Shift”**
- 1220 **Sheryl Meservey** French programs are being threatened or eliminated across the country, and many French teachers are feeling discouraged. This is a personal account of how, despite the odds, I was able to begin a new high school and middle school French program in my district, and how the success of these programs has increased enrolment in French at other high schools.
- “My Success Story: A New High School French Program”**

- 1224 **Jody Ballah** This article offers suggestions on growing a small French program at a regional campus of a state university by offering culture courses in English. Through these elective courses, a wider variety of students are exposed to—and invited to learn—French. Extra-curricular activities such as clubs, study-abroad, and service-learning programs are also discussed.
- “Advocacy for French Programs: Teaching Culture Courses in English”**
- 1226 **Christine Gaudry-Hudson** Millersville University is one of fourteen public universities that belong to the Pennsylvania State System of Higher Education (PASSHE). In June 2010, PASSHE released a list of under-enrolled programs that did not meet the minimum number of graduates over the previous five years. This article shows steps taken to guarantee that French/Francophone studies remain vibrant in Pennsylvania.
- “Pennsylvania State-Owned Public Universities Fight Back...”**
- 1229 **Dana Lindaman** The general trend toward the elimination of traditional French classes in American high schools and universities is occasionally countered by good news from the unlikeliest of sources. One such place is University of Minnesota, Duluth, where the French faculty have worked successively with administration and colleagues to reestablish their long-dormant French major.
- “A Resurgence”**

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