

NATIONAL BULLETIN

Volume 39, No. 1 September 2013



which Alain-Philippe Durand adapted for the University of Arizona, they showed how French enriches all areas from technology to teaching. Are your students in elementary, middle, or high school? You can explain the relevance of French by giving them examples of careers that they can pursue after college graduation. If you did not have the opportunity to be in Providence for our enlightening sessions and *camaraderie*, you can read selected presentations in the *Proceedings*, an on-line publication coming soon. You can find other articles from the three past conventions on our Web site in a members-

MESSAGE FROM THE PRESIDENT

Welcome to another school year! This is the time when enthusiasm runs high, and both you and your students can do anything. "Cueillez dès aujourd'hui les roses de la vie!" Set your goals high. The AATF is here to support you, and you can support the AATF. Prepare now for National French Week, November 5-11. Do you need ideas? Go to the AATF Web site, [www.frenchteachers.org], and click on National French Week. You might consider adding your successful events to our list. Our members show great creativity in imagining ways to bring the importance of French to the public at large, from *un déjeuner*

français to student contests for essays and videos on French themes (see page 20). The AATF means sharing our successes beyond our own worlds.

French is alive and well and remains "la langue du 21^e siècle." Those of you who attended the annual convention in Providence, Rhode Island, learned a great deal about the effectiveness of French in the twenty-first century. Our colleagues from the University of Rhode Island, our host state, described ways in which French lives "dans la multiplicité de ses utilisations." Using an interdisciplinary program they created, and

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only section (see page 27 for more information).

Prior to the convention in Providence, the AATF sponsored its first webinar which proved quite successful. We learned ways of promoting French from Jayne Abrate, AATF Executive Director, the use of technology in our French classrooms from Catherine Ousselin, Chair of the AATF Commission on Technology, and some interesting information about Francophone immigrants in New England from Magali Boutiot, *attachée pour les affaires linguistiques et éducatives auprès du Consulat de Boston*. Everyone presented in French, thus providing an immersion opportunity. We are planning more webinars of this type. They will be open to all members. Those of you who have fewer opportunities to speak and hear French with your colleagues may be especially interested. Look for the announcements.

Do you want to keep French alive in the twenty-first century and beyond? Of course you must, since you have a personal interest in its promotion. The AATF has instituted a new award for schools and universities that maintain exemplary

levels. Teachers and professors should demonstrate a high level of proficiency in French and frequent contact with the Francophone world. University professors should contribute to the fields of literary, cultural, linguistic, or pedagogical scholarship. We expect all teachers to participate in professional development, especially through opportunities provided by the AATF. High school and university graduates should show a commitment to French, through their studies, their careers, or their personal interests. Finally, we expect the schools to take French beyond the classroom through trips, study abroad, exchanges, *Le Grand Concours*, *la Société Honoraire de Français*, Pi Delta Phi, and countless other ways that your creativity will suggest to you. Does this describe you? Look for the guidelines soon, and submit your own school or nominate others. We will feature your institution on the AATF Web site and provide you with publicity to let others know how noteworthy you are. We will also help your department by providing some materials from our AATF store.

Now that we have completed another

French is alive and well and remains "la langue du 21^e siècle."

programs. We will post full details very soon. We know that a number of outstanding French programs exist throughout the US. We want to identify and honor them. They can serve as models for new or struggling programs. Administrators and parents are impressed with success and are likely to support a program that has been recognized by a national association. Such an award will energize you, the teachers, and your students. Publicize this in your school, and more and more students will enroll in your classes.

To be eligible for the award, you must have maintained or increased your French enrollment on all levels. High schools should demonstrate expanded offerings in the school or district, such as FLES, middle school classes, AP, Level 5, or IB. We want universities to encourage creative majors and minors, interdisciplinary offerings that include French, and innovative courses. All institutions should implement current instructional methodology, such as the use of French in conducting classes, a standards-based curriculum, and innovative classroom practices. We would like to see standards-based assessments across several

successful AATF Convention in Providence, let us begin to think New Orleans 2014. Do visions of Mardi Gras, beads, and masks come to mind? Then you will love our 2014 theme: "Le français, langue à multiples visages." The faces of French will appear before you as you recall Pascal the mathematician who invented an early version of the computer, Pasteur the biologist whose name lives on in pasteurization, Marie Curie the physicist, a pioneer in radioactivity. You can add many others to the list, among them poets and novelists, actors and singers, composers and entertainers. They reach beyond metropolitan France to Africa, the Caribbean, and Canada, which awaits us in 2015 in the Saguenay region of Quebec. Right now, mark July 19-22, 2014 on your calendars, when we will explore these *visages de la France et de la Francophonie*. We'll meet you in New Orleans!

As the new school year begins, once again I invite you to share with me your newsletters and your many inspiring activities. I was delighted to interact personally with many of you last year in your local chapters, at regional meetings, and in Providence. I will visit as many chap-

AATF NATIONAL BULLETIN
Volume 39 Number 1 (September 2013)

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The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 2700 Ashland Avenue at Victory Parkway, Unit 22, Cincinnati, Ohio 45206; e-mail: [nbeditor@frenchteachers.org]. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, the *French Review*. Subscription to the AATF *National Bulletin* requires membership in the organization. Periodicals postage paid at the Carbondale, IL Post Office. Office of Publication: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

All items published in the *National Bulletin* are the property of the American Association of Teachers of French. They may be copied for classroom or workshop use only if the source and date of publication are indicated on the copies.

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.

ters as possible this year, given my other commitments; just let me know some options. The AATF stands for sharing, for advocacy, and for excellence in the teaching of French. Let us share our successes, help one another in our difficulties, and promote the study of French which remains *la langue du 21^e siècle*, and well into the future.



Mary Helen Kashuba, SSJ
AATF President
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What's New in the *French Review*?

Vol. 87, No. 1 (October 2013)

Articles include the titles below and more:

- "Avignon 2012: Celebrating the Jean Vilar Centennial" (Turk)
- "The Year in Poetry 2012: Shifts and Folds of Consciousness" (Prevots)
- "Bloc-notes culturel: 2012, année normale" (Spoiden)
- "Using/Abusing History: The Novel in 2012" (Cloonan)
- "'Fin de cinéma' ou fin du cinéma? *La Chinoise* et *Week-end* de Jean-Luc Godard" (Krieger)
- "New Orientations for French Language Learning: Is Synchronous Distance Education a Viable Solution?" (Papalas)
- "Integrating Performance Studies into the Foreign Language Curriculum via Digital Media: New Adventures in Multiliteracies" (Taylor)
- "Une gourmandise: les mots, les mets et l'écriture féminine" (Olivier)
- "La rue et ses cris: images du vieux Paris chez Balzac, Flaubert et Zola" (Gantrel)
- "Histoire de souffrances: Ethics of Remembering and Listening in Sylvie Germain's *La Pleurante des rues de Prague*" (Ponnou-Delaffon)
- "The Practice of Multimodal Storytelling: Camus's 'L'hôte' as *Bande dessinée*" (Howell)
- "Un univers très particulier: rencontre avec Bernard Quiriny" (Ravillon) as well as the many fine reviews.

RECRUTEMENT

Depuis des années, on parle du déclin du français. J'ai toujours lutté contre cette idée reçue et refusé de parler pourcentages en discutant les inscriptions ou les effectifs en français. Mais tout cela n'était qu'une impression fruit de contacts avec des gens partout aux USA. Je n'avais pas les chiffres nécessaires pour confirmer mon hypothèse.

Il est pourtant vrai que depuis quelques années, le français subit de nombreux assauts—d'abord par une autre idée reçue que l'espagnol était dorénavant la seule langue importante, ensuite par une ruée vers les langues dites «critiques» et finalement à cause de crises budgétaires exceptionnelles. En même temps que je recevais des coups de téléphone de professeurs désespérés parce que leur programme allait être supprimé, on m'appela à la recherche d'un professeur dans une école où les inscriptions avaient augmenté sensiblement. Comment réconcilier ces deux situations?

Le nombre d'adhérents à l'AATF ne cesse de baisser, quoique légèrement (200-250 par an), depuis 1996. En 1996 l'AATF comptait 10.300 membres. Actuellement nous en avons 6862 (plus 200-300 de plus qui adhèreraient encore en 2013). Chaque année nous attirons entre 1000-1300 nouveaux membres, mais nous perdons entre 1300-1500 membres. Quoique certains d'entre ces derniers quittent la profession ou prennent la retraite, pour la plupart ils continuent à enseigner.

Il y a plus d'un an nous avons commencé un projet pour recenser tous les professeurs de français que nous pouvons identifier. La liste globale compte maintenant plus de 27.000 noms, dont seulement 9481 ont été membre en 2012 ou 2013 et dont 6506 ont été membre depuis 2000 mais n'ont pas continué. Cela laisse presque 12.692 personnes qui n'ont jamais fait partie de l'AATF et peut-être ne nous connaissent pas.

Après avoir combiné nos listes des membres depuis 2000, nous avons essayé d'obtenir les listes des départements d'éducation dans les différents états. À ce jour, nous avons reçu les listes des états suivants: Alabama, Alaska, Arkansas, Connecticut, Floride, Illinois, Indiana, Kansas, Maine, Minnesota, Mississippi, Nebraska, New Hampshire, New Jersey, Nouveau Mexique, New York, Ohio, Oklahoma, Pennsylvanie, Texas, Utah, Vermont, Wisconsin, Wyoming. En plus, il y a eu des chapitres où les administrateurs du Grand Concours ont pu fournir des listes assez complètes pour

la Géorgie, le Massachusetts, le Nevada, le Rhode Island, la Caroline du Sud, le Tennessee et la Virginie. Mais il nous manque toujours les autres états, surtout les états peuplés comme la Californie ou le Maryland. Si vous avez accès à une telle liste, communiquez-nous-la. Même pour les petits états, l'effort vaut la peine. Par exemple, la liste de l'état de Nebraska comptait environ 130 noms. Le chapitre AATF du Nebraska en 2012 a 49 membres. Donc nous avons pu recenser 81 nouveaux noms (dont quelques-uns seulement figuraient déjà sur notre liste).

D'autre part, nous avons pu obtenir des listes d'autres associations et des professeurs non-membres qui participaient au Grand Concours.

Il faut dire que les listes de professeurs certifiés dans un état ne comptent pas les professeurs dans le privé s'ils n'ont pas de certification de l'état, ni les professeurs au niveau supérieur. Donc je suis convaincue qu'il existe facilement 40.000 personnes concernées par l'enseignement du français aux USA.

À titre d'exemple, prenons l'Illinois. Nous avons 536 professeurs de français dans notre base de données qui résident en Illinois. La liste que nous avons reçue, qui date de 2010, compte 538 professeurs de français. Après avoir mis tous les noms ensemble, il y a 473 membres actifs en 2013, 288 autres qui ont été membre depuis 2000 et ne le sont plus et 531 qui n'ont jamais été membre.

L'Illinois est un grand état. Prenons, par contre, l'exemple du Maine. Il y a 73 professeurs qui habitent le Maine dans notre base de données. La liste que nous avons obtenue compte 224 noms avec quelques répétitions. Il y a 50 personnes qui ont été membre depuis 2000 mais ne le sont plus et 209 qui n'ont jamais été membre.

Même là où nous n'avons pas pu trouver de liste officielle, les chiffres sont impressionnants. Dans le Michigan, où l'AATF a deux chapitres, il y a 169 noms dans la base de données. On trouve aussi 167 personnes qui ont été membre dans le passé et 254 qui n'ont jamais été membre.

Il reste du travail à faire, car on a peu fait pour recenser les professeurs dans l'enseignement supérieur et il faut regarder de près les autres états. Si vous avez des ressources ou des suggestions, n'hésitez pas à me contacter. Les chapitres auront accès aux chiffres précis et à la liste des noms.

Jayne Abrate
Executive Director
[abrate@siu.edu]

2014 ISE "LANGUAGE MATTERS" AWARD

The AATF is pleased to announce that Intercultural Student Experiences (MN) will again recognize an outstanding high school teacher of French at the AATF annual convention in New Orleans in July 2014. Previous recipients of this award are Marion (Mimi) Hagedorn (KY) in 2005, Davara Potel ♣(OH) in 2006, Donna Czarnecki (IL) in 2007, Teresa Lambert ♣(KY) in 2008, Beth Pierce ♣(MS) in 2009, Megan Iranpour ♣(KY) in 2010, Dawn Young (NC) in 2011, Kadidia Doumbia (GA) in 2012, and Sarah Sexton (CO-WY) in 2013 (see page 10).

Tanya Gajewski, Director of Education at ISE, said: "ISE is committed to recognizing outstanding educators who inspire their students to speak French inside and outside the classroom. ISE is honored to provide this recognition in support of the creative and dedicated French language high school teachers who have made it their life's work to provide the most meaningful and effective language immersion experiences for their students. This award is a reflection of our commitment to nonprofit educational travel organization 'where language matters.'"

AWARD: The ISE Language Matters award will consist of a framed award certificate accompanied by a 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 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 address 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' achieve-

ments, and student exchange/travel experiences, as well as other immersion experiences outside the classroom.

Deadlines: The nominee's dossier must be received by **February 1, 2014**. It should be sent electronically in .pdf or Word format to [abrate@siu.edu]. The recipient of the award will be notified by April 1, 2014. The award will be presented during the AATF Convention in New Orleans, July 19-22, 2014. Questions about this award should be directed to [abrate@siu.edu]. For more information in ISE visit [www.isemn.net].



DICTÉE AU CONGRÈS DE L'AATF À PROVIDENCE

Il semble que les congressistes aient pris goût à la dictée, car la salle était pleine. 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 choisi par Catherine Daniélu, Déléguée régionale de l'AATF pour le Sud-est et professeur à l'Université d'Alabama à Birmingham. Bravo à toutes et à tous qui sont venus s'amuser avec la langue française et bravo à tous ceux qui ont promis de s'entraîner pour l'année prochaine.

Grâce aux contributions des exposants, nous avons pu remettre un prix aux gagnants qui sont les suivants:

Marie-Christine Massé
Elizabeth Knutson
Katie Madigan
Erin Gibbons
Sarah Finck
Kirsten Halling
Fred Gitner
Jody Lubbers
Sandra Simmons
Eileen Walvoord

Amusez-vous à faire des dictées pour vos élèves et pour vos collègues, et revenez l'année prochaine.

NEW ORLEANS CONVENTION

July 19-22, 2014

CALL FOR AATF COMMISSION PROPOSALS

The AATF solicits proposals from members interested in serving, for a term 2014-2016, as a Commission Chair. Following extensive study, numerous changes are being instituted in the structure and function of the Commissions.

To remain active, a commission must pursue a project approved by the President and under the leadership of a Chair. All chairs must submit a proposal. A project must (1) directly benefit members; (2) result in a concrete product, publication, or service; (3) address the Commission's objective(s) (see below); (4) include a promotional component; (5) include a multiplier effect; (6) address the who/what/when/how of the project with a timeline for completion; (7) be 1-3 years in length; and (8) include a budget (if required). Project proposals should be limited to two to three pages.

Commission Chairs must also agree to (1) maintain AATF membership; (2) prepare a report for the *National Bulletin* (at least one per three-year term); (3) make every effort to attend the AATF convention and organize a Commission session or designate a commission member to do so; (4) propose/present at least one commission-related session at another conference; (5) include in commission activities a component to recruit new AATF members; and (6) prepare an annual report to be submitted to the Executive Council prior to the convention.

Commissions which are up for renewal for the term 2014-2016, along with their objectives, are:

Advocacy: to propose products, materials, or services that help and encourage French teachers to advocate for French programs, both new ones and those threatened.

Promotion of French: to propose products, materials, or services that encourage teachers to make the promotion of French and of their programs a regular part of their professional activities.

Technology: to propose products, materials, or services that promote the use of new technologies in the French classroom.

Colleges and Universities: to propose products, materials, or services that provide direct benefit to college and university teachers of French.

Proposals should be e-mailed to AATF President Mary Helen Kashuba SSJ [kashubam@chc.edu] by **December 15, 2013**. Contact her also to discuss ideas for projects.

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Je vous souhaite à toutes et à tous une bonne rentrée. Nous avons beaucoup de nouveaux projets qui pourraient vous intéresser. En profitant des nouvelles technologies et des médias sociaux, nous cherchons à vous offrir davantage de possibilités de formation professionnelle, de communication et de collaboration.

Cet automne, nous allons organiser deux webinars, un sur l'héritage franco-phonie aux USA et l'autre sur l'emploi de la technologie dans la salle de classe. Chaque webinar offrira des activités ou pratiques prêtes à utiliser dans la classe, et nous travaillerons avec les participants afin de fournir les documents nécessaires pour qu'ils reçoivent des crédits professionnels.

Dans les jours à venir nous allons procéder à un remaniement du site Web. Le dessin est fait. Il s'agit maintenant de mettre le contenu à jour et à vérifier toutes les pages.

novembre) où l'on vous demande de sortir le français de la salle de classe. Vous trouverez énormément d'idées sur le site de l'AATF [www.frenchteachers.org/nfw]. Faites participer vos étudiants aux concours pour la Semaine du Français (page 20). Imaginez des projets conjugués avec des professeurs d'autres matières ou d'autres langues. Et chaque fois que possible, invitez parents, administrateurs, conseillers et membres de la commission scolaire à observer et surtout à participer.

Nous nous apprêtons à envoyer les rappels de cotisation pour 2014 que vous recevrez au début du mois de septembre. Renvoyez-les dès que possible. Nous pouvons économiser plusieurs milliers de dollars par an en frais de poste si nous les recevons avant le 1^{er} janvier. De plus, avec 9000 membres, il faut plusieurs semaines pour tout entrer dans la base de données. Les bulletins de vote seront inclus. Pensez aussi à voter pour

services, des bourses, des documents pédagogiques ou promotionnels, des ateliers de formation et autres que nous ne pouvons pas nous permettre à l'heure actuelle.

Encore plus, nous pouvons sensibiliser et former ces personnes à promouvoir et à défendre l'enseignement du français. S'il est vrai que le français subit moins d'assauts que dans le passé, il faut se préparer à mobiliser les amis du français chaque fois qu'un programme est menacé d'élimination. En même temps, il faut penser à réparer et à rétablir des programmes là où ils viennent de disparaître. Il faut soutenir les programmes qui se portent bien et assurer la continuation de programmes lorsque le professeur prend la retraite ou quitte l'établissement. Pour ce faire, il faut travailler en partenariat avec tous ceux qui croient à l'avenir du français.

Dans les semaines à venir vous recevrez des sondages de la part de l'AATF.

Nous vous demandons de nous aider à identifier ceux qui enseignent le français et à les recruter pour devenir membre de l'AATF.

Les membres de la Commission de l'AATF sur la Technologie, sous la présidence de Catherine Ousselin, continuent à alimenter les pages Facebook et Twitter [AATFrench], la chaîne YouTube [AATFrench], le compte Flickr et le site Delicious [delicious.com/aatfrench] qui vous offre des liens utiles. Suivez ces pages pour que vous receviez les renseignements les plus courants.

Au courant de 2014, nous aurons aussi de nouveaux documents pédagogiques et promotionnels à vous proposer et éventuellement un blog.

Planifiez dès maintenant une activité ou un événement pour chaque mois de l'année qui pourra également servir pour promouvoir le français. Pensez déjà à inscrire vos élèves au Grand Concours au mois de mars [www.frenchteachers.org/concours]. Organisez une activité avec le club de français ou la Société honoraire de français pour collecter des fonds pour des oeuvres en Haïti (voir page 23). Préparez un événement médiatique autour de la Semaine du Français ou de la Semaine de la Francophonie. Imaginez des projets pédagogiques qui pourront aussi mettre en valeur le français dans les semaines avant les inscriptions pour l'année prochaine. Et surtout n'oubliez pas la Semaine du Français (du 5 au 11

un nouveau vice-président de l'AATF ainsi que pour un délégué régional dans trois de nos régions.

Depuis plusieurs mois, nous essayons de réunir une liste de tous les professeurs de français aux USA. Cette liste compte actuellement plus de 27.000 noms obtenus surtout des listes d'état et de certaines organisations. Cependant, il nous manque encore la moitié des états, et ces listes officielles ne recensent pas en général les professeurs dans le privé et au niveau supérieur. À titre d'exemple, on y trouve 12.692 personnes qui n'ont jamais été membre de l'AATF et 6506 qui ont été membre au moins pendant un an depuis 2000 mais qui ont laissé tomber leur adhésion.

Nous vous demandons de nous aider à identifier ceux qui enseignent le français et à les recruter pour devenir membre de l'AATF. Si vous tombez sur un nom ou une liste de noms, pensez à l'envoyer à [recruit@frenchteachers.org], même si l'information est partielle. Nous vérifierons le statut de cette personne, ferons des recherches pour trouver une bonne adresse et la contacterons à plusieurs reprises au moins une partie de ces enseignants. Si nous recrutons au moins une partie de ces enseignants, nous pourrions envisager de nouveaux

Nous vous demandons de bien vouloir les remplir pour que nous puissions tenir en compte vos besoins et vos attentes et mieux orienter nos projets.

Si vous assistez au congrès d'ACTFL à Orlando ou aux congrès régionaux au printemps, je vous invite à passer visiter le stand de l'AATF dans le salon des expositions. Vous pouvez voir les documents que nous offrons et parler avec les représentants de l'association. Nous donnerons également une session sur les services de l'AATF.

Jayne Abrate
Secrétaire générale
[abrate@siu.edu]

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].

AATF/CONCORDIA LANGUAGE VILLAGES/FRENCH EMBASSY ADMINISTRATOR OF THE YEAR

Thomas W. Lovett is Headmaster of St. Johnsbury Academy (VT). Tom has helped the school maintain and grow its French program. He helped secure funding for a mobile language lab when the old lab needed updating, enabling teachers to keep up with the latest on-line resources and new technologies to support student speaking and listening proficiency. Tom has been very supportive of AP language teachers, supporting professional development in the form of AP institutes. He has helped keep low section numbers to support real language learning and communication, even taking on an additional French teacher last year to reach a total of three full-time French teachers.

Tom has supported the French program's trips to Quebec and France. He has been enthusiastic about our outreach to local middle schools to advocate the study of French (inviting eighth graders to campus for workshops combining French language and food, for example.) A passionate supporter of cross-disciplinary initiatives, Tom has supported various efforts between language and other departments.

Tom recognizes the importance of French in a community with French-Canadian heritage only 60 miles from the Quebec border. He has shown enthusiasm for efforts to develop "French in Our Region," a series of projects and presentations connecting students to the Francophone roots in the community through connections with elderly community members and local businesses who interact with French-Canadian tourists.

Over the years, Tom has sustained efforts to promote French in the larger community, including supporting Continuing Education evening classes in French which are offered on our campus (even when these programs were not a money-maker for the institution), and free French for Business lessons through the St. Johnsbury Chamber of Commerce.

Tom was nominated by AATF member Kendra Paupst. As part of his award, **Kristi Hannett**, a student at St. Johnsbury Academy, attended a summer program at Concordia Language Villages.



2014 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 extra-curricular 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, 2013**. 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 2014) 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 electronically in .pdf format to [abrate@siu.edu].

QUICK FACTS

Do you need a fact sheet to help you counter criticisms of French study? This four-page tool provides answers (with supporting documentation) to the most common misconceptions about the study of French. Prepared by AATF Vice-President Madeline Turan, it is intended to help you provide an immediate and factual come-back to such remarks.

www.frenchteachers.org/quickfacts.doc

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CELEBRATE NATIONAL FRENCH WEEK



NOVEMBER 5-11, 2013 & 2014



AATF 2013 NATIONAL COMMISSIONS

Commission on Advocacy Robert "Tennessee Bob" Peckham, Chair [2013]

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E-mail: [bobp@utm.edu]

Commission on Cultural Competence Michèle Bissière, Co-Chair [2015]

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Marie Schein, Co-Chair [2015]

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Commission on FLES*

Karen Campbell Kuebler, Chair

[2014]

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Commission on French for Business and Economic Purposes:

Deb Reisinger [2015]

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Commission for the Promotion of French

Joyce Beckwith, Co-Chair [2013]

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Dolliann Hurtig, Co-Chair [2013]

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Commission on High Schools

Anne Jensen ♣, Chair [2014]

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Commission on Middle Schools

Janel Lafond-Paquin ♣, Chair

[2015]

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Commission on Student Standards

Rebecca Fox, Chair [2015]

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Commission on Professional Teacher Standards

Adina Alexandru ♣ [2014]

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[aalexandru@southingtonschools.org]

Commission on Technology

Catherine Ousselin, Co-Chair [2013]

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Mount Vernon, WA 98273
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Commission on Colleges & Universities Chair to be named [2016]

Contact President Mary Helen

Kashuba, SSJ [kashubam@chc.edu]

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 benefitted 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?

Please take a moment to send Margot Steinhart an e-mail about your successful initiatives. (Identify your institution, town and state, please). Your idea could also save a French program!

Margot M. Steinhart

[m-stehart@northwestern.edu]

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 \$.80 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 emailed to [address@frenchteachers.org].

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

REGIONAL REPORTS

REGION I: NEW ENGLAND

Un grand merci to all the members of the Local Committee who worked so hard to make the AATF Annual Convention in Providence such a success. It is especially due to the efforts of the committee and its Chair, Michael Hebert, President of the Rhode Island AATF Chapter, that the keynote speakers were invited and so many other activities were offered to our members: the cooking classes at the Culinary Arts College at Johnson & Wales University, the two Walking Tours in the historic district of Providence, the Friday evening restaurant night at three of Providence's finest restaurants, and the excursions to the Museum of Work and Culture in Woonsocket and to the Newport mansions. Thank you also to all the members of the chapter who served as volunteers at registration.

Region Results of *le Grand Concours*: Region I was ranked third overall, with 12,468 students enrolled, only 100 students behind Region IV and 106 students behind the first place finisher, Region III. The Eastern Massachusetts Chapter came in second with 5303 students enrolled. Kudos to National French Contest Administrator Janet Wohlers for maintaining these strong enrollment figures year after year. Connecticut came in ninth with 3000 students enrolled. Contest Administrator Adina Alexandru continues to work hard and maintain enrollment figures. New Hampshire came in 18th with 1600 with a new Contest Administrator. The same three chapters ranked in the top 10 for FLES with Connecticut coming in sixth place, New Hampshire in eighth and Eastern Massachusetts in tenth. We are also fortunate to have found new Contest Administrators in Rhode Island and Maine. These results are encouraging and hopefully we will be able to keep up the momentum.

CONNECTICUT

Viviane Grébert, Fairfield Public Schools, is now serving as Chapter President. The chapter has spruced up its Web site which also publicizes the monthly activities and events of the Center for the Teaching of French at Yale University. The *Grand Concours* award ceremony took place in late May at Southington High School where National French Contest Administrator Adina Alexandru directs the foreign language program. The spring meeting and luncheon took place in Milford in May. John Hegarty, winner of the Best Session at the Connecticut

Organization of Language Teachers Conference in 2012, spoke on "Le Français: première langue du business international au Connecticut." For National French Week, there was also a concert given by the Zing Experience at Pomperaug High School and attended by over 600 students.

EASTERN MASSACHUSETTS

The chapter continues to cosponsor several professional development events throughout the year with the Massachusetts Foreign Language Association (MaFLA), most importantly the French Strand at the Annual MaFLA Fall Conference which took place at the end of October. Once again, the Chapter invited Amale Bourhim who arrived from Paris to present a six-hour pre-conference workshop on "French Art from Medieval to Modern" and two feature workshops, one on "New Perspectives on the French Revolution" and the other entitled "Art à la Carte." Both the Eastern Massachusetts and the Western Massachusetts/Vermont Chapters also held their annual meeting at the MaFLA Conference. Kathy Turner, a high school French teacher from Sharon, spoke about being selected Massachusetts Teacher of the Year in 2012 and described the interview process. Kathy, a long-time AATF member who also serves on the Eastern Massachusetts AATF Board, represented the chapter as a Leadership Fellow in Providence. (see page 15). In November, a series of lectures and receptions called "Le Café Français," sponsored by the French Cultural Service in Boston, began with a Meet and Greet at the Cambridge residence of the new *Consul*, Fabien Fieschi. Also present was the new Education and Linguistic *Attachée*, Magali Boutiot. The second "Café" was held in February at the French Cultural Center in Boston. Presenter Joe Scott gave us his interpretation of the short stories of Charles Perrault. Also in conjunction with MaFLA, the chapter cosponsored "La Journée de la Diversité," at Lasell College in Newton. In August, the chapter cosponsored a French Immersion weekend with MaFLA also at Lasell College. Presenters were Josué Cabral (Brookwood School) on "Jeux et Activités dans la Salle de Classe," Valerie Kerxhali (Notre Dame Academy) on "Voyage au Maroc," Lethuy Hoang (Springfield College) on "French Lingo to Navigate in the Digital World," Becky Bray (Lexington High School) on "Service Learning in the Ivory Coast," Charlotte Gifford (Greenfield

Community College) on "L'Exploitation de documents authentiques," and the Haitian poet Jean-Dany Joachim (Bunker Hill Community College) on "La Poésie dans la salle de classe." There is also a Swap Shop and two networking sessions on student travel and community involvement in language programs.

The MaFLA Fall Conference will return to Sturbridge in mid-October, and the chapter will again sponsor the French strand and bring back Amale Bourhim. Singer/composer Éric Vincent will be on tour from France and will present a recital at our AATF Annual Meeting for both the Eastern Massachusetts and Western Massachusetts/Vermont Chapters before he visits schools throughout New England for National French Week 2013.

The chapter congratulates board member Carole LaPointe on being named *Chevalier dans l'Ordre des Palmes académiques*.

RHODE ISLAND

Chapter President Michael Hebert is to be commended for the incredible job he has done once again with the chapter's quarterly newsletter, *Le Bulletin*, and their coordination with all the Francophone organizations in Rhode Island to offer exciting programs for National French Week (NFW) and *la Semaine de la Francophonie*, as well as their advocacy initiatives around the state and in particular for schools in danger of losing their programs. For NFW, the chapter organized a concert at Lincoln High School. Over 600 students attended from 15 schools to hear the Malian singer Sidy Maiga and his group Afrimanding.

International Francophonie Day was celebrated on March 21 at the Rhode Island State House in Providence with President Hebert in attendance along with many other dignitaries and representatives from the Francophone community. Two days later, *Francofête* was celebrated at the Providence Art Club. The Award Ceremony for the *Grand Concours* took place on May 9 at East Greenwich High School and included over 425 students, teachers, and family members. Three other Francophone associations, the *Alliance française de Providence*, *le Foyer de Pawtucket*, and the *Club Richelieu de Woonsocket*, also gave out their awards and scholarships that night, highlighting the solidarity of the Francophone community in Rhode Island. The French Cultural Service also presented winners with prizes. The spring chapter dinner

with the Rhode Island Foreign Language Association (RIFLA) took place in May at the University of Rhode Island. The chapter congratulates Treasurer Margarita Dempsey on winning the NECTFL 2013 Teacher of the Year Award. Margarita will be representing NECTFL at the ACTFL Conference in November in Orlando. *Bonne Chance!*

WESTERN MASSACHUSETTS/VERMONT

The fusion of these two chapters which began two years ago is working very well. They held their annual meeting at Mt. Holyoke College. Charlotte Gifford (Greenfield Community College) gave a presentation on how to use authentic documents in class. This session was followed by two chapter members who spoke about their experiences last summer while on AATF scholarships. Johanna Gardner (Grammar School/VT) studied in Besançon. Kendra Paupst (St.



Jean-Pierre Berwald

Johnsbury Academy/VT), who won the AATF Jumpstreet Scholarship, studied at the *Université de Québec à Chicoutimi*. Kendra's article about her *stage intensif pour professeurs de français langue étrangère (FLE)* appeared in the *National Bulletin* in November 2012. Invited guest Magali Boutiot from the French Cultural Service in Boston gave a short presentation on the resources offered by the FCS. The Vermont chapter members organized a *Journée de la Francophonie* in the center of Brattleboro. There was Cajun music, a group from Quebec, and food from France, Switzerland, and Mali. Congratulations to former Regional Representative Jean-Pierre Berwald who was named *Chevalier dans l'Ordre des Palmes académiques* in October. His ceremony took place at the MaFLA Conference with members of both the Eastern Mas-

sachusetts and Western Massachusetts/Vermont Chapters in attendance.

MAINE

At the annual Foreign Language Association of Maine Conference at the University of Maine in Augusta, Pierre Dairon, Assistant Professor of French at Kenyon College (OH) and a former teacher and resident of Maine, returned to give a full-day workshop in French on "Cultural Literacy and New Technologies."

NEW HAMPSHIRE

Congratulations to Leslie Anton who took over the role as National French Contest Administrator from Jim Lambert. In May, the chapter joined with the French Consulate in Boston to cosponsor the first "Café Français" in New Hampshire. The event was hosted by the Franco-American Centre at St. Anselm's College and attended by 30 members. Chapter President Michelle Cotnoir gave a brief presentation on how to incorporate art and a museum field trip into the French language classroom.

Thank you to the Rhode Island and the Eastern Massachusetts Chapters who cosponsored the July 13th Bastille Day Reception along with the French Consulate in Boston during the AATF Convention in Providence.

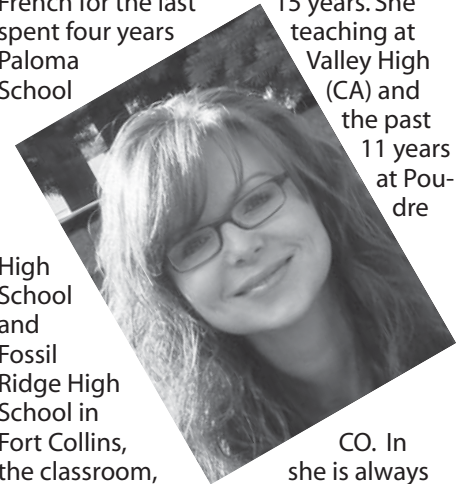
Respectfully submitted,
Joyce Beckwith
Region I Representative
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VENEZ NOMBREUX AU CONGRÈS DE L'ASSOCIATION DES ÉTUDES CANADIENNES AUX USA

The Association for Canadian Studies in the U.S. (ACSUS) is holding its biennial conference from November 19-23, 2013 at the Marriott Waterside Hotel and Marina in Tampa, FL. We have joined forces with the Mexican Association of Canadian Studies and the Canadian Network Association as Co-academic sponsors. Also invited are members from many Canadian Studies Associations from around the world. There will be readings by renowned Quebec authors and many sessions in French on Quebec literature and culture. We invite any AATF Chapters to hold their meeting at the conference hotel in a room that we will provide. Come join us in sunny Florida with your family and friends for some cultural enrichment and a warm welcome from our neighbors to the North. For details, contact: Myrna Delson-Karan, President, ACSUS or consult the ACSUS Web site: [www.acsus.org].

2013 ISE LANGUAGE MATTERS AWARD

Sarah Sexton has been teaching French for the last 15 years. She spent four years teaching at Paloma Valley High School (CA) and the past 11 years at Poudre



High School and Fossil Ridge High School in Fort Collins, CO. In the classroom, she is always looking for new ways to get her students excited about learning French. She loves it when her students continue to take French year after year. The goal for most students is to be able to have a conversation in French, so she dedicates herself to finding ways to raise students' oral proficiency to help them meet their personal goal. She offers her students numerous opportunities to speak French in and outside the classroom. This year, she and her students had a tour in French of the Van Gogh exhibit at the Denver Art Museum and attended a lecture in French on Vietnam and Cambodia at Colorado State University. Her students have enjoyed competing in local language competitions, eating in local French restaurants, and growing the French Club at her school. She loves traveling with her students, finding pen pals for them, and finding new ways to encourage them to speak French in the classroom. These experiences have helped her students stay motivated to learn about culture and language, and she loves providing these opportunities for them. She is honored to be this year's recipient of the ISE Language Matters Award.



NEW ORLEANS CONVENTION

July 19-22, 2014

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

Dorothy S. Ludwig Excellence in Teaching Award - Secondary

Dr. Sylvia Simard-Newman has been teaching French for the past fourteen years at Cannon Upper School in Concord, NC. She has been promoted to Director of International Programs and developed the Global Studies mission and curriculum to teach and encourage students to travel, learn about new cultures, and support awareness of world issues. She emphasizes developing cultural exchanges with Francophone countries and regions by having students participate in travel, field trips, museum exhibits, and e-mail correspondence with Francophone schools. Dr. Simard-Newman is an AP French reader, Paideia (Socratic Method) certified instructor, Secretary of the North Carolina AATF Chapter, and a member of the AATF Commission on High Schools. She has been a presenter at the AATF annual convention, for the AATF North Carolina Chapter, and at the Foreign Language Association of North Carolina conference. Dr. Simard-Newman was raised in Nice, France, pursued her undergraduate and graduate studies at the College of Charleston (SC) and the University of Florida. She now resides in Huntersville, NC with her three children, Kevin, Nicole, and Andrew.

Dorothy S. Ludwig Excellence in Teaching Award - Post Secondary

Harriet Saxon is an Adjunct Professor of French in the Department of Modern

Languages and Literatures at Montclair State University (NJ) where she teaches classes in language, phonetics, and methods of teaching French K-12 which is the state required course.

She is a recipient of the Alumnae Award from the Department of Humanities and Social Sciences from the University. Harriet is a *Chevalier dans l'Ordre des Palmes académiques* and has received the Governor's Award of New Jersey. She has received awards for her development of curriculum and innovative class practices from the New Jersey School Board's Association and the National Education Association. The New Jersey Foreign Language Teachers Association awarded her the "Excellence in Education Award," and she has been recognized by the Office of the Mayor of Quebec for her outstanding contribution to the culture of Quebec. Harriet is past president of the Metropolitan New York AATF Chapter and past Chair of the AATF Commission on FLES* and the AATF National FLES* Poster Contest. She is also a member of the Executive Boards of the Metropolitan New York AATF Chapter, *Le Souvenir français*, and the *Association culturelle francophone* in New York City.

Harriet has presented at conferences and workshops both nationally and internationally. She continues to work with and support teachers to create relevant and exciting French language classes with innovative and current theories of second language acquisition.



2013 OUTSTANDING CHAPTER AWARD WINNERS

Large Chapters

1st place: **Eastern Massachusetts**

Small Chapters

1st place: **Rochester, NY**

2nd place: **Arkansas**

Honorable Mention: **Indiana**

2013 AATF SUMMER SCHOLARSHIP WINNERS

GOVERNEMENT DU QUÉBEC: Kyle Blondé (North Texas), Jennifer Borg-ering (Maryland), Lenin Caltenco (Washington/AB/BC/AK), Rick Chamberlin (Susquehanna), Ann Foltz (Central New York), Michele Pedrini (Southern California), Alicia Soueid (North Texas)

FRANCE: Molly Baxter (Philadelphia), Michelle Kasch (Greater St. Louis), Cynthia Richards (North Carolina), Olga Shaknovsky (Eastern Massachusetts), Susan Smith (Greater Kansas City)

WALTER JENSEN STUDENT SCHOLARSHIP: Nathen Cloutier (Maine), nominated by Raymond Pelletier

COMMUNAUTÉ FRANÇAISE DE BELGIQUE: Jody Ballah (Ohio), Lavinia Rogers (New Jersey)

SPECIAL OFFER: NEW AATF FLYER

The AATF has produced a new flyer targeting school guidance counselors. Entitled "Help Wanted: Encourage Students to Learn French," it outlines how studying French can provide important career advantages for students. The flyer was developed by the AATF Commission on High Schools. Limited quantities of the flyer will be offered to AATF members free of charge. Send a self-addressed stamped business-size envelope to the AATF with a note requesting the new flyer.

one first-class stamp required for 4 copies of the flyer

two first-class stamps required for 9 copies of the flyer

As usual, the flyer is available in larger quantities for the member price of \$.12 per copy or in any quantities to non-members at \$.20 per copy.

Mail your SASE and request to AATF Flyer, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$75 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing in the *National Bulletin* (p. 34). All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *French by the Numbers*
- 100 copies of the flyer *10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*
 - _____ 25 copies of the *Why French FLES*?* flyer (optional at no extra cost; check if you would like to receive them)
 - _____ 10 copies of the "Help Wanted" flyer for counselors (optional at no extra cost; check if you would like to receive them)
- 10 Forward with French bumper stickers
- 50 World Speaks French postcards
- one AATF promotional video/DVD or CD (Please indicate your choice; select only one.)
 - _____ DVD *Le Français m'ouvre le monde*
 - _____ DVD *Forward with French*
 - _____ DVD *Forward with FLES**
 - _____ DVD *French-Speaking Louisiana*
- one AATF guide or FLES* report (Please indicate your choice; select only one.)
 - _____ *Calendrier perpétuel*
 - _____ *La Vie des mots*
 - _____ *Vive le français!* (activities)
 - _____ *Guide des Fables de La Fontaine*
 - _____ FLES* report (See the *National Bulletin*, p. 34 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
 - _____ 50 World Speaks French pencils
 - _____ AATF Notecards (2 sets of 12 cards)
 - _____ 25 *On est les meilleurs!* buttons
 - _____ 25 Forward with French pens
 - _____ 10 *Trousses scolaires*
 - Total (\$75 per kit): _____

This entire kit is available for \$75 (postpaid). This represents a 40% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders. Valid through 12/31/13.

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ (H/W) E-mail: _____

TEACHING QUEBEC'S ROOTS: AN EYEWITNESS ACCOUNT BY P.-J. LATERRIÈRE

A Political And Historical Account Of Lower Canada: With Remarks On The Present Situation Of the People. By A Canadian [P.-J. de Sales Laterrière]. USA: Kessinger, 2010, ISBN 978-0548150283.

A Political and Historical Account of Lower Canada is a valuable primary source that clearly explains the Franco/Anglo conflict in Quebec during the 70 years after the Conquest of 1763. This reprint of an 1830 book is highly recommended for those who want to deepen their understanding of Quebec history and for those who are teaching courses on Francophone culture in English.

Written in French by Quebecer Pierre-Jean de Sales Laterrière,¹ the book was immediately translated into English and published in London. As a response to John Fleming's *Political Annals of Lower Canada:...* (1828), with the English viewpoint, Laterrière's text presents a Francophone eyewitness account of Anglophone political oppression that was troubling the government of Lower Canada. It also provides specific details of how and why the current legislatures functioned or malfunctioned, as the case may be. In addition, the author depicts the weakened status of Quebec's educational system under the fledgling British colonial government. Finally, Laterrière describes the social structure of that era, highlights its inequalities, and gives precise examples to substantiate his claims. The book contains a sizeable appendix of sixteen entries, consisting of detailed descriptions of the territory, a bibliography, statistical tables, texts of articles of capitulation and legislative acts, and even the partial text of an inflammatory French pamphlet by an anonymous author. The Appendix also contains a lovely poem in French illustrating "the present feelings and character of the Canadians," which is suitable for intermediate French classes (251). Laterrière's purpose for writing the book was to expose the current problems to the uninformed British public, to propose remedies for them, and to persuade his English audience to look favorably upon their recently acquired Francophone colonists. Yet he has also left us a text filled with rich sociological data and insight.

A Political And Historical Account of Lower Canada succeeds admirably in exposing problems and proposing solutions. For example, Laterrière eloquently argues that the Quebec Act, although well-intentioned, effectively removed government by representation from the Quebecers. He also asserts that the Act

of 1791, which divided Quebec into Upper and Lower Canada and established their separate legislatures, served to create a venue for power-hungry politicians to dominate the French-speaking masses. In addition, after providing a detailed explanation of the structures of the three branches of government—the Legislative body, the Administration, and the Judicial body (14)—Laterrière claims that the Executive Council, composed entirely of Anglophones except one, completely controls expenditures and intimidates any dissident into silence. The Executive Council functions in Lower Canada in the same way as the House of Lords in England but with one striking difference—the House of Lords is composed of landowners who have a vested interest in preserving and protecting the peace and stability of English society, whereas the Quebec Executive Council's members are political mercenaries who abuse power (18). In short, this political structure functions well in England but not in Lower Canada due to the difference in the composition of the Council's membership. The book attributes similar misuses of the public trust to the Judicial and Executive branches, naming specific individuals and their misdeeds. A strong supporter of education, Laterrière further complains that the British colonial government seized Jesuit lands as the missionaries died and proceeded to select its own educators, therefore diminishing adequate Francophone education. As a remedy, Laterrière advocates that not the government, but parents should choose teachers on a local level (156).

Chapter IV, perhaps the most appealing portion of *A Political And Historical Account of Lower Canada*, consists of Laterrière's sociological assessment of Canadians' character and lifestyle. It was necessary to include this in order to influence the English to view the French Canadians in a positive light and to dispel any innate animosity. Laterrière explains that there is no true nobility in Canada (116) and that the colony's wealth is concentrated among the *seigneurs* and the merchant class (118). Even so, the two most obvious population groups are the city dwellers and the *habitants* (119). From the author's colorful descriptions of the Quebec ladies' Sunday finery, home furnishings, social events, and gardening techniques to a detailed analysis of agricultural methods and maple syrup processing, *A Political And Historical Account of Lower Canada* contains a wealth of sociological data on Quebec customs

and practices of daily life in the late 18th and early 19th centuries. In short, Laterrière portrays the Quebecers in upbeat terms, although he does admit to the prevalence of alcoholism among his fellow citizens.

Laterrière's language is emotional and persuasive. On a positive note, the author demonstrates a romantic tendency as he describes night fishing: "Often have I stood upon the banks of the broad and beautiful St. Lawrence, and contemplated with rapture the almost fairy picture it afforded" (135). On a contrasting negative note, Laterrière denies impartiality, yet his claim is contradicted by complaints against abuses perpetrated by the English. For example, he labels Lower Canada's Governors "the tools, and in many cases the dupes of the great confidence they are obliged to place in the Executive Council..." (19-20).

In brief, *A Political And Historical Account of Lower Canada* is a passionate appeal for acceptance by Laterrière's English readers of Quebecers's Frenchness, which would form the basis of mutual respect and would facilitate peace. The author is highly qualified to address this subject, having been a well-educated member of Quebec's wealthy, elite merchant class, a medical doctor by trade, and a traveler/philosopher by avocation. This book is well worth reading for its precise historical record of governmental activities, its vibrant depictions of Canadian lifestyle, and its attempt to offer solutions for the criticisms it raises. It would also work well as a required text, either excerpted or in its entirety, for a Francophone civilization course taught in English, especially if read in conjunction with Fleming's *Political Annals*. Thankfully, Kessinger (2010), Bibliobazaar (2009), Forgotten Books (2012), the British Library (2011), and the University of Michigan Library (2009) have made Laterrière's text available and affordable in recent years.

Virginia R. Donovan
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¹ It should be noted that the author's first name is "Pierre-Jean," not "Pierre," as some publishers have stated. The mistake stems from a mislabeling in the Sabin microform database. Pierre was Pierre-Jean's father.

MEMBERSHIP DRIVE

The AATF is launching a membership campaign! See page 29 for information concerning the 2-for-1 offer for a year's free membership.

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! *CALENDRIER FRANCOPHONE*

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



_____ Calendars x \$20 each

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

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

AATF ANNOUNCES WEBINAR SERIES

Following our highly successful pre-convention webinar which was offered to registrants for the meeting in Providence, we are announcing two more webinars this fall. In September we will offer a webinar on our Francophone heritage in the US, and later in the fall, we will offer a second Webinar on the use of technology in the classroom. Webinars are 90 minutes long with 1-3 presenters and take place entirely in French. Participants will have access to PowerPoint presentations and materials created by the speakers, and we will offer practical hands-on activities that can be used immediately in the classroom. We will work with members to provide the necessary documentation so that they can receive professional development credit for their participation.

Each AATF member will be entitled to one free Webinar registration per calendar year's membership. The cost for nonmembers or for more than one Webinar will be \$10. AATF members will receive an e-mail announcement of the exact date and time, and all participants will have to register on line. The announcement will also be posted on our Web site and on our social media pages (AATFrench).

BOURSES D'ÉTÉ 2014

L'ASFAP (*American Society of French Academic Palms*) décerne deux bourses d'été par an à des étudiants qui apprennent le français aux niveaux secondaire et supérieur. Les bourses pour 2014, que notre société subventionne grâce à la générosité des membres, montent à 3000\$ chacune. Les critères et les formulaires de demande se trouvent actuellement sur le site Web d'ASFAP: [www.frenchacademicpalms.org]. La date limite pour la remise des dossiers est le **20 janvier 2014**. Pour tout renseignement supplémentaire, veuillez vous adresser à Joyce Beckwith: [MmeJoyB@aol.com].

Surf the Web

Visit the AATF Web site at
[www.frenchteachers.org]
All the latest information on:

- National French Week
- Providence Convention
- *French Review*
- National French Contest

2013 AATF FUTURE LEADERS FELLOWSHIP PROGRAM

The third edition of the AATF's Future Leaders Fellowship Program took place during the two days preceding the AATF convention in Providence, Rhode Island in July. Twelve AATF members from throughout the country worked together, over these two days, to develop their skills in leadership to help prepare them for work as leaders at the chapter level and eventually the national level.

The program was conceived several years ago with leadership from then-President Ann Sunderland to help build leadership capacity within the organization in order to ensure that chapters have seasoned officers who can lead them effectively. Each year, each AATF chapter is urged to nominate a candidate for the workshop, someone who can commit to becoming a chapter officer in the near future.

This year, the twelve Future Leaders Fellows were from eleven different states: Margot Stiassni (Maine Chapter), Kathleen Turner (Eastern Massachusetts Chapter), Rebecca Kalmbach (Delaware Chapter), Anne Changeux (New Jersey Chapter), Lori Anne Heller (Rochester, New York Chapter), Jennifer Reed (Central New York Chapter), Susan Shoup (Michigan Chapter), Lucas Hoffman (Ohio Chapter), Andrea Behn (Wisconsin Chapter), Franca Gilbert (North Carolina Chapter), Renee Schwartz (Northeastern Pennsylvania Chapter), and Madeleine Flanagan (Florida Chapter). Randa Duvick (Northwest Indiana Chapter) again led the program.

The Future Leaders program aims to assist participants in thinking about the kinds of issues that will face them as leaders, such as member development and programming, and also to help them learn about nuts and bolts topics such as chapter officer election guidelines and identifying permissible ways of spending chapter funds.

Through discussion and presentations, the Future Leaders Fellows this year learned about their own chapters through exploring their chapter constitution; they also looked at the national AATF Web site [frenchteachers.org] to see the wealth of information available to members. They had sessions aimed at helping them to develop their personal

leadership skills and to better understand the national landscape of organizations surrounding the AATF. They heard from Region I Representative Joyce Beckwith about the role of the Regional Representative as well as National French Contest Director Lisa Narug and AATF Administrative Assistant Darla Phoenix on behalf of AATF National Headquarters. They talked about how to conduct fruit-

ful meetings and about how to bring in new members. Past Fellows Justin Frieman and Catherine Ousselin also spoke to the 2013 group.

Beyond their commitment to becoming chapter officers in the near future, each fellow was required to develop a project that they have pledged to carry out at the chapter level during the coming year. Several projects focus on member development, from creating a database of contacts to working on more social events in order to add a new dimension to chapter membership. Other projects include polling members to find out what kinds of potential chapter activities interest them, creating an immersion weekend for chapter members, and updating the chapter's constitution.

Fellows pointed to several positive outcomes from the program. Most were enthusiastic about having the opportunity to spend concentrated time getting to know other AATF members in line for leadership positions (and being able to hang out with them during the convention following the Leadership program). They were inspired by the enthusiasm for our profession and for the AATF that was shown by the other Fellows and by presenters. Several mentioned that they learned things about the organization

itself that they did not even know existed. Perhaps most important: "sharing ideas, creating connections with others." All feel more confident in their roles as future leaders, and are happy to know whom they can contact for advice and support.

We encourage all chapters to nominate a member for the 2014 Future Leaders Fellowship Program. Next year's program will be organized by Janel Lafond-Paquin.

The application form will appear in the November *National Bulletin*, with a December 2013 deadline for application. More information will also be available on the Chapter Presidents' Page at [chapters.frenchteachers.org] (password protected).

Randa Duvick
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[randa.duvick@valpo.edu]



NEW ON THE AATF ON-LINE STORE

We are looking for brief ready-to-use teaching units (12-20 pages) for inclusion on the AATF Store. Submissions will be reviewed by a committee of teachers for accuracy, usefulness, and pedagogical soundness before being accepted for on-line publication.

Units will be posted in downloadable pdf format and can be duplicated for use in the classroom by AATF members. Costs will range from \$5-\$10, depending on length.

To contribute a unit, e-mail the text as one file in either Word or pdf format to [abrate@siu.edu]. Be sure and indicate the targeted level in terms of French and age.

The first such document is now available. Entitled "Exercices pour accompagner *Le Ballon rouge*, le livre par Albert Lamorisse," was contributed by Jacqueline Thomas, Texas A&M University-Kingsville, former AATF Region VII Representative. To obtain a copy, go to the AATF Web site at [www.frenchteachers.org].

ORDER AN AATF MEMBERSHIP ID CARD

What is lightweight, easy to obtain, and a must for the budget traveler? An AATF membership card! It is all of the above, and easily available to all our AATF members. Cards can be obtained for \$1 along with your annual membership renewal or application. They can also be obtained by sending a self-addressed stamped envelope to National Headquarters.

Each year I request an AATF membership card for use on any future trip abroad. I have proudly used it throughout my career and appreciated each time I had the opportunity to save a bit of money. Although it is more difficult to obtain the teacher discount in Europe today, it is still a valuable tool in the economy traveler's arsenal.

The advantage of the AATF membership card is the fact that it is written in French and thus is understandable to all. Several years ago teachers received free entrance to major French museums such as the Louvre. This is no longer the case. However, some city and departmental

museums as well as private museums will grant teacher discounts upon seeing the AATF membership card. I always ask whenever I visit any museum in France and hope for the best. Sometimes the policy is to grant full admission; often times I am granted admission at a reduced price. Some bookstores in France also grant a 10% reduction to teachers upon seeing a card.

AATF members can obtain an official AATF membership card by sending a SASE to: AATF Membership Card, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Chapters can order cards in bulk for distribution to their members.

My French friends have been amazed at the savings I've accrued in various museums in France. Even my teacher friends are surprised when I show my card, as they often are not aware of the possibility of receiving teacher discounts. My advice is to plan ahead and enjoy this benefit of AATF membership.

Ann Sunderland
AATF Past-President



American Association
of Teachers of French
Année _____

M., Mme/Mlle

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

Fait à Carbondale, Illinois, États-Unis d'Amérique
le _____ pour servir
et valoir ce que de droit.

La Secrétaire générale

NEW! *TROUSSE SCOLAIRE*

The AATF has produced this pencil case containing ruler, pen, pencil, eraser, and pencil sharpener imprinted with messages in French. Use them for prizes or fundraisers
_____ trousse x \$4 each
(\$2.50 each for 10 or more)



_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

USING FILM SHORTS IN THE CLASSROOM: *DEMAIN LA VEILLE*

Recently, a committee of the Executive Council of the Virginia Chapter has completed the first Teacher's Guide for a film short entitled *Demain la Veille* (*Back to the Future*) by Julien Lecat and Sylvain Pioutaz.

Synopsis of *Demain la Veille*

This film follows a seemingly normal guy named Bob—however, there is nothing normal about Bob's world. He lives in an alternative universe where everything moves in reverse. The clocks tick backward, death is birth, people grow young rather than old, and knowledge is not learned but erased. One day, Bob begins to do everything "forward" and in doing so he becomes a social outcast who will be aggressively pursued by the reality police. Will he succeed in escaping their control, or will he be caught and be brainwashed back into acting and thinking like the others? (In French with English subtitles)

If you are interested in purchasing the film and receiving a copy of the Teacher's Guide for *Demain la Veille*, please contact Amy deGraff at [adeegraff@rmc.edu]. (Price: \$25, includes film, Teacher's Guide, and shipping. If you already own the film, you can purchase the Teacher's Guide for \$10).

NOW AVAILABLE ON-LINE PAYMENT

www.frenchteachers.org

- Pay on-line for membership
- Outstanding Senior Awards
- Materials
- *Société honoraire de français* (special member prices available for most materials)

CONTACT REPRESENTATIVES OF QUEBEC

If you are looking for support or information from the Government of Quebec regarding any of their programs, you can go to their Web site to find the most current information for each of the delegations, including Atlanta, Boston, Chicago, Los Angeles, New York, and Washington. Go to [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

The AATF invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school or junior high school, high school, and postsecondary (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 2014, 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 New Orleans in July 2014.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2014**.

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 deadline for receiving all documents will be **February 1, 2014**. 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

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

Evidence of professional growth and development

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

Evidence of contributions to the profession may include

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

NOMINATION PACKET

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

1. A résumé of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together in one file.
5. Submit the nomination packet electronically in .pdf format to [abrate@siu.edu]. The nomination must be received no later than **February 1, 2014**.

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

HIGHLIGHTS OF THE 86TH ANNUAL

The 86th annual AATF Convention was held July 11-14, 2013 at the Marriott Downtown Hotel in Providence, RI and had as its theme, "Le Français: langue du 21^e siècle."

The AATF Executive Council spent two days deliberating and doing the Association's business before the convention began. They met on July 9-10. In addition, the

leagues from There were tick-

their geographic area. seven both free and eted workshops in the afternoon. In addition, one group of 30 attendees participated in the Rogue's Island Walking

sessions, often highlighting the theme of the convention. During the lunch break, many members participated in the ninth annual *Dictée* organized by AATF Region IV Representative Catherine Daniélou. Winners were announced at the beginning of the AATF Delegate Assembly (see page 4). At the end of the day, 60 attendees participated in two Walking Tours, Rogue's Island and the Historic District. In the evening, over 65 teachers and guests participated in the restaurant tour, dining at three of Providence's finest French restaurants.

Guest speakers at the convention included Felino Martinez, *Alliance française de Cuba* and AATF Honorary Member, Bill Rivers, Executive Director of the Joint National Committee for Languages/ National Council for Languages and International Studies (JNCL/ NCLIS), and

ACTFL President and AATF member Toni Theisen. Other special sessions and

third Future Leaders Fellowship Program with twelve participants was held on those same days under the able direction of Randa Duvick (page 15).

The convention opened officially on Thursday, July 11. AATF President Mary Helen Kashuba, SSJ, welcomed attendees and then introduced Michael Hebert, Chair of the Committee, who presented and moderated the keynote panel, Alain-Philippe Durand, University of Arizona, Lars Erickson, JoAnn Hammadou Sullivan, and Karen De Bruin, all of the University of Rhode Island (URI). They spoke about the innovative programs begun at URI that combine French with engineering and other disciplines. After the opening *séance plénière*, more than 100 enthusiastic congressistes and guests attended the Welcome Luncheon buffet where they were seated by region in order to network with col-



Exhibit Hall

Tour and another went to learn about the Francophone heritage of Rhode Island in Woonsocket at the Museum of Work and Culture. To close the opening day, participants were able to have a first 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 the Cultural Service of the French Embassy in Washington, DC. As they do each year, members of the Executive Council were at the

AATF exhibit booth to take pictures with attendees, who then receive a press release and the photo to publicize their attendance at their schools and in their local newspapers. As usual, the American Society of the French Academic Palms held their annual dinner in the evening. Day 2 was a full day of



Clay Pell speaking to Delegate Assembly.

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. There were several coffee breaks in the exhibit hall, one of them sponsored by Tralco-Lingo Fun. Two raffles were held during the exhibit breaks where lucky attendees won valuable prizes. The raffle was expertly organized by AATF staff member Jessica Nelson with help from several Executive Council members.

About 25 lucky members got to participate in Chef's Choice[®] Cooking Classes ("La Cuisine française facile" and "La Cuisine provençale") at Johnson & Wales University.

In the afternoon, the AATF Assembly of Delegates met to ratify the decisions of the Executive Council and to discuss ideas for identifying and recruiting new members. A special guest at the Del-

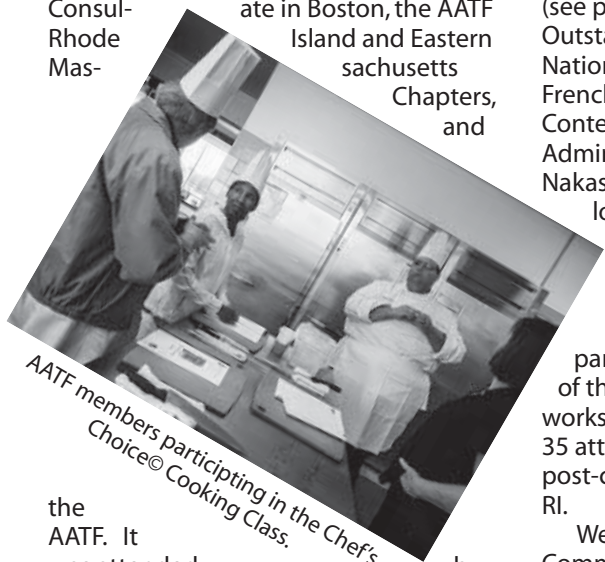


(L to R.) Past-President Ann Sunderland, President Mary Helen Kashuba, SSJ, Technology Commission Chair Catherine Ouselin, and Region IV Representative Catherine Daniélou.

CONVENTION IN PROVIDENCE

egate Assembly was Clay Pell, Deputy Assistant Secretary for International and Foreign Language Education, who spoke about his role at the U.S. Department of Education. He was introduced by Bill Rivers, Executive Director of JNCL/NCLIS, who also spoke.

A reception for all attendees in honor of Bastille Day was held on July 13 just before the Awards Banquet. The reception was cosponsored by the French Consulate in Boston, the AATF Rhode Island and Eastern Massachusetts Chapters, and



AATF members participating in the Chef's Choice Cooking Class.

the AATF. It was attended by the Consul, Fabien Fieschi, who also spoke.

Over 90 people participated in the Awards Banquet (see individual winner profiles in this issue). Following dinner, we honored Outstanding National French Contest Administrators, and recognized our outgoing Executive Council members, Region VII Representative Janet Smith and Past-President Ann Sunderland who will finish their terms on December 31, 2013.

Among the numerous award recipients were Sylvia Simard-Newman and Harriet Saxon who received the 2013 AATF Dorothy S. Ludwig Excellence in Teaching Awards (see page 11). This year, we awarded for the seventh time, the

Outstanding Chapter Officer Award which was received by Deanna Scheffer, President of the Florida Chapter (see page 36). Intercultural Student Experiences again sponsored the ISE Language Matters Award which was given to Sarah Sexton (see page 10). Outstanding National French Contest Administrators Pat Nakashima and Charlotte Neller were also

recognized. Following the Awards Banquet, many attendees headed out to enjoy WaterFire. Those who did not have early departures were able to take advantage of the final half-day of sessions and workshops. Following the convention, 35 attendees stayed to participate in the post-convention excursion to Newport, RI.

We would like to thank the Local Committee, under the able leadership of Rhode Island Chapter President Michael Hebert, who organized the excursions and activities and who staffed the hospitality desk.



Members of the Local Committee: (L. to R.) Magali Boutiot, Stephen Kiley, Janel Lafond-Paquin, Margarita Dempsey, Joyce Beckwith, Michael Hebert, Chair.

AATF

et Stephen Kiley. A huge thank you to the Committee as well as to our French intern Vanessa Ozawa who had spent six months working at AATF Headquarters



(L. to R.) Past-President Ann Sunderland, President Mary Helen Kashuba, SSJ, and Executive Director Jayne Abrate.

and left directly after the convention. In short, the 306 participants were able to enjoy 94 sessions and nine workshops, 32 exhibit booths, two raffles, numerous

ous guest speakers, and several unique excursions and activities. The AATF would

like to thank the staff members who helped make the convention such a success, Administrative Assistant Darla Phoenix, and Jessica Nelson who helped us throughout the process of planning and running the convention as well as staff



Attendees participating in the technology workshop.

member Emily Cook who National office during the convention and lent a helping hand with pre-convention preparations. Mark Fish and Vanessa Ozawa also lent a hand on site. AATF staff members were aided in their work by all the members of the Executive Council, the personnel of the Marriott Downtown Hotel, and the representative of our AV supplier, Technology Express, technician Doug Heimann. We have worked with Technology Express for all our U.S. conventions since 2004. The AATF would like to thank the speakers, exhibitors, and sponsors without whom the convention could not have happened.

2013 NATIONAL FRENCH WEEK CONTESTS

The theme for both contests in 2013 is "Le Français: langue du 21^e siècle/French: Language of the 21st Century."

ESSAY CONTEST

Deadline: Received by **November 15, 2013.**

Submit: All essays must be submitted by e-mail to [essays@frenchteachers.org]

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2013. No group entries. There is a limit of five entries per school. Essays must be written in English. 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 at the beginning 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 Video/Animation

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.

VIDEO/ANIMATION CONTEST

Deadline: Received by **November 15, 2013.**

Rationale: The AATF Executive Council decided that teachers at the middle school and high school levels would appreciate an activity that students could work on during National French Week (November 5-11, 2013). Since many students create their own videos and blogs, the Council thought that this contest would bring in students and teachers who are interested in technology.

To Submit: See National French Week link on AATF Web site for instructions regarding format and where to upload the video/animation. Entries can be made using Glogster, Animoto, or embedded Web tool or shareable app of the student's choice. If using these sites, teachers should choose the free educator subscription or have students set up their own accounts. Projects should be marked "Private" until awards have been announced.

Please send embed code/site reference.

Guidelines: The video/animation must relate to the contest theme. Minimum length 30 seconds. Maximum length: 2 minutes. No copyrighted figures (ie. Snoopy, Astérix) accepted. Videos with references to alcohol, drugs, or violence will not be accepted. Each entry must be the original work of a current French student or group of students whose teacher is an AATF member for 2013. There is a limit of five entries per school. The video/animation must include the names of the school, French teacher, and students who contributed to the project.

Competition divisions: (1) Intermediate: Grades 6-8, and (2) Secondary: Grades 9-12

Judging Criteria: Visual impact, relevance to the theme, and originality.

All videos become the property of the AATF and may be used in AATF publications or materials. All participants in the video competition will receive certificates. The winning videos will be posted on the AATF Web site. First, second, and third place winners of each division will receive prizes.

Go to [www.frenchteachers.org/nfw/contests.htm] for complete instructions.

ÉTUDIANTS SANS FRONTIÈRES:

CONCEPTS AND MODELS FOR SERVICE-LEARNING IN FRENCH

Fourteen university and high school teachers describe their successful academic-community collaborations. Providing a wealth of examples and experiences to be mined, this book is a godsend for French teachers seeking ways to give students a higher stake in enhancing their linguistic and cultural proficiency.

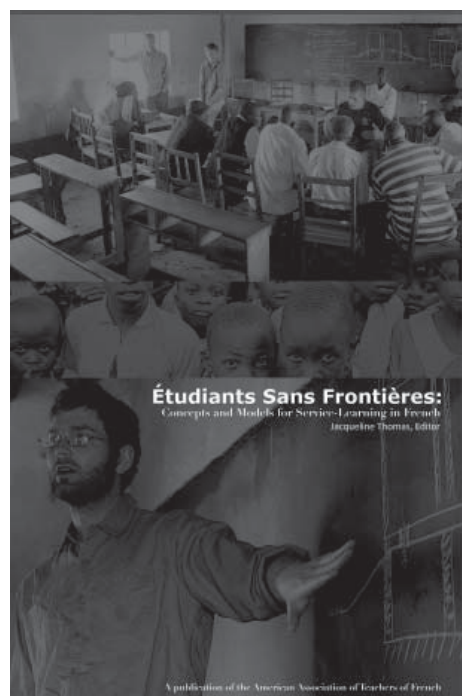
_____ *Étudiants sans frontières* x \$25 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

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



UN JEU DE SOCIÉTÉ VIVANT



Create a living board game with painter's tape, and the "tokens" that will move around the board are the students. *La rentrée* is the time to find painless strategies to review material forgotten over the summer while moving young language learners around the room. Make it also a chance to expose the students to *le Tour de France*, the three-week bicycle race that takes place (mostly) in France in July. The game itself doesn't need the cultural element, but why not take advantage of any opportunity to bring in culturally relevant material?

MATERIALS NEEDED:

- a roll of removable tape
- one die (big foam dice are great with the youngest children, but any dice will work)
- index cards with questions /vocabulary to drill or review

PREPARATION: Many of us share classroom space with other teachers, so setting up anything elaborate requires a few minutes in advance. However, this game is all on the floor and other classes can walk on it with minimal damage. The idea is to create a board game (*un jeu de société*) on the floor of a fictional route of the bicycle race, a path wide enough for a student to stand in (about ten-twelve inches), and it can wrap around the periphery of the room as well as weaving through the desks, just as *le Tour de France* weaves through the villages and mountains each year. Parallel strips of painter's tape create the path, and you can divide path into boxes with divider strips of tape or mark steps with colored circle stickers about twelve inches apart.

PLAY:

- For large classes, divide into teams (*les équipes*), and let each choose a name for the team. Each group will need to choose *un cycliste* to walk (ride) the board, but they can rotate through their team so everyone has a chance. Smaller groups (under ten) can all play at once.
- Teams (or players) take turns rolling the die (*lancer le dé*). For the youngest beginners, just counting up to six and moving the number thrown is enough. For a more advanced learner, the player advances the number on the die and then must answer a question. If correct, the player advances two more spaces. If not, he stays where he is. If he lands on an occupied space, he may move to the next open space. Questions can be at whatever level is appropriate for the students. This could be numbers, math problems (*deux et trois font combien?*), colors, time, dates—whatever needs drilling or review. In the beginning, use just five or six questions and rotate. The repetition is invaluable. Include a few silly commands as well (*Saute trois fois! Monte sur une chaise et chante!*)
- The student at the head of the group after each question holds *le maillot jaune*, replicating what the leader of each stage wears in the real *Tour de France*. Use the drawing below or a tiny yellow tee-shirt. The winner is the first to reach Paris. If you have a model of *l'Arc de Triomphe*, you can place it on the floor, since the cyclists end every *Tour de France* riding down the *avenue des Champs Élysées* around the *Arc de Triomphe* no matter where the beginning (*le grand départ*) may be.

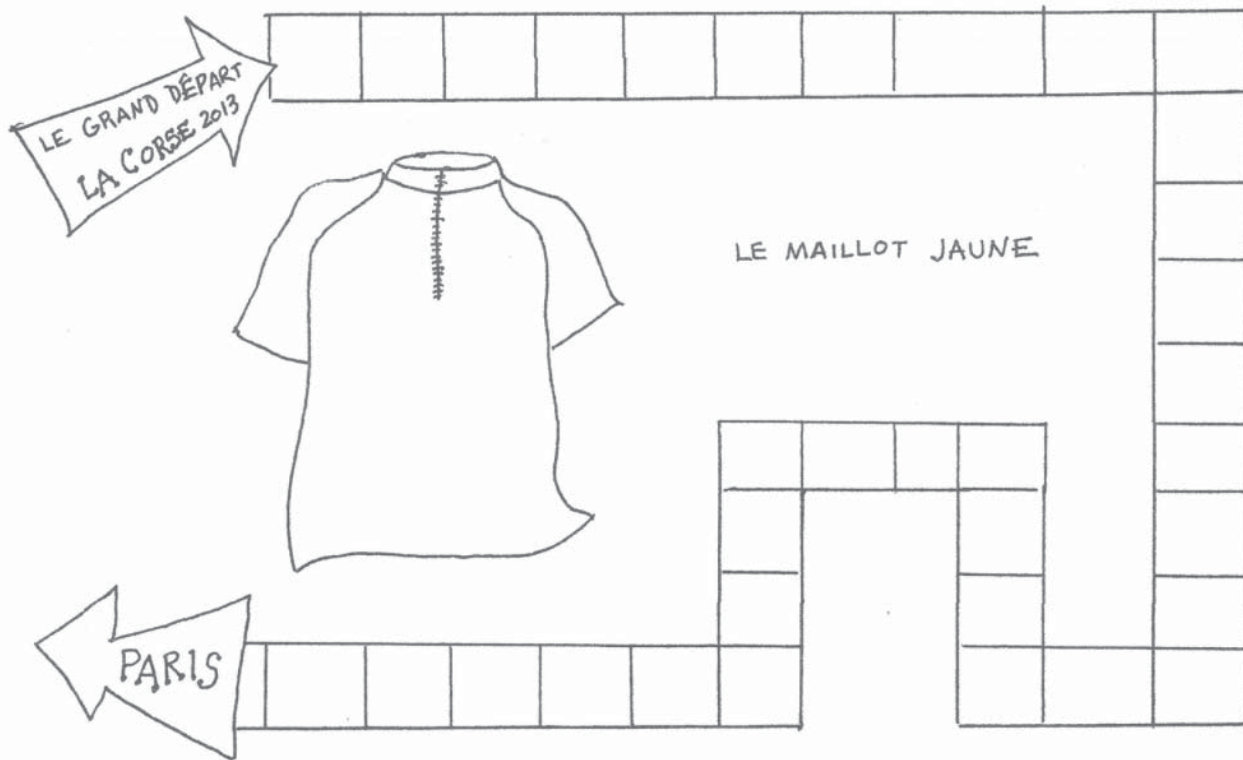
CULTURAL RELEVANCE: *La rentrée* is the perfect time to share the summer's biggest event in France. 2013 was the 100th year of *le Tour de France*. Many Web sites are available with information on *le Tour*. Try [www.letour.fr] for photos, videos, route maps, history, and information about the competitors. This year's overall winner was Christopher Froome, born in Africa and participating on the British Team Sky. *Le grand départ* was at Porto-Vecchio en Corse.

There are actually four *maillots* that are awarded: *le maillot jaune* (over leader in time), *le maillot à pois* (best climber—white with large red dots), *le maillot vert* (most points *ou meilleur sprinteur*), and *le maillot blanc* (rider under age 26 with the best overall time). Copy the drawing below four times for the younger students to color and practice color names.

Leave the path on the floor to use at different times for drill and review and create your own rules. A red sticker could mean go back three spaces, a blue sticker could mean a harder question, a yellow sticker could mean no question. Be creative! Send us your versions of the game to include in future *Salut les jeunes!* The essential is to have the students up and moving using the French language.

Elizabeth Miller
Northern California AATF Chapter
[mmemiller@aol.com]

Share with other FLES* and middle school teachers your ideas, classroom gimmicks, games for oral interaction, and successful lessons. Creating a passion at the youngest levels is the best way to insure the continuation of secondary and university French programs. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027.



CAREER-READY WITH FRENCH SKILLS

The team for the French Language Advocacy Wiki [<https://frenchadvocacy.wikispaces.com>] is asking AATF members to make contact with former students to gather stories about how French has helped them land a job and advance in their careers. Will you help us (see page 31)? Might you also use those stories locally to promote your own French program?

To facilitate this request, we have drafted a letter, which can be downloaded from the Wiki site [<https://frenchadvocacy.wikispaces.com/02a.+French+for+Careers>], explaining our initiative of personal stories, which you may share with former students and others who have benefited from their French studies. Those contacted are asked to respond briefly to some specific questions and to submit a digital photo. When collected, this information will be placed on the French Language Advocacy Wiki for other colleagues to use to motivate their students. An example of one story, collected by a member of the Wiki Team, Randa Duvick, Valparaiso University (IN), features her

former student, Carrie Parrot Monahan, who has a career in international development, working for the US Government. This story can also be found on the Wiki.

The Wiki already posts 13 firsthand accounts about the importance of French through video stories (*Video Stories for the World Speaking French* [<https://frenchadvocacy.wikispaces.com/02.+Advancing+Arguments>]), which can be downloaded from the Wiki, and a series of personal stories recounting how French has impacted the lives and work of students, parents, and other adults (*Testimonials: Quotes, Personal Stories* [<https://frenchadvocacy.wikispaces.com/02.+Advancing+Arguments>]). The stories that we are now collecting for the Wiki focus on jobs and careers which have become central to the discussion of educational policy locally and nationally. STEM has dominated that conversation, but we need to make sure that world languages, and French, in particular, are not ignored.

Students, as well as parents and administrators, ask how studying French can be an advantage. As teachers, we

have been persuasive in showing that French is all around us and that it offers wonderful cultural, study, and travel abroad options and enhances critical thinking and communication, but have we been as effective in conveying the message that French can and does have a role in career building? We are certainly being challenged to demonstrate that our students do find jobs using their French skills.

Can you identify former students who are using French in their jobs, either in the US or abroad? Their stories are the ones that we must share to recruit new students, to promote our courses, and to advocate for our programs. These stories can inspire and motivate other students to complete their capstone high school French course and to prepare a major or a minor in French when they are in college. If every French teacher would contact just one former student, think how many stories we might have to share? Let us hear from you and your students!

Margot M. Steinhart, Coordinator
French Language Advocacy Wiki
[m.steinhart@sbcglobal.net]

THE HAITI CONNECTION: FRENCH STUDENTS RAISE TUITION FUNDS FOR 100 CHILDREN

In response to a request in the AATF *National Bulletin* (September 2012), French Clubs and National French Honor Societies from 19 different schools held fundraisers and raised enough to pay for tuition and school uniforms for 100 students. These students have been identified as the neediest in the village of Paulette, Haiti. Both

private and public schools in Haiti charge tuition. Funds were donated through the *Fondation Pour l'Épanouissement des Enfants démunis* (FEED), a grass roots organization dedicated to the educational needs of the poorest children in Paulette. The FEED Board of Directors is composed of professionals who are from the village of Paulette. Each member of the Board donates 10% of his or her meager salary to support the work of the organization.

I would especially like to recognize the 5th-8th grade students at the Wyndcroft School (PA) for raising \$2006 at a dance-a-thon. Special thanks also go to Parkland High School (PA) for raising a total of \$2000 (\$650 for FEED tuition and \$1350 for the medical clinic at St. Joseph's School in Dubré).

French clubs in the following schools also contributed funds for tuition and uniforms: Union Catholic High School (NJ), Bishop Grimes High School (NY), the Powhatan School (VA), Mercy High School (MN), Washington High School (WV), Ouachita Christian School (LA), Louisville Collegiate School (KY), Statford Academy (GA), Avon Lake High School (OH), Palm Beach Central High School (FL), St. Thomas More High School (SD), William Diamond Middle School (MA), Martin Luther King Jr. Magnet High School (TN), W.S. Hornsby

K-8 School (GA), Exeter High School (NH), Marcellus High School (NY), and Bethpage John F. Kennedy High School (NY).

French teachers and friends of French teachers donated funds for summer training for 13 teachers in Paulette. These individuals funded 15 days of

teacher training in the summer of 2012 and 15 days in the summer of 2013. Most primary school teachers in Haiti have the equivalent education of a sophomore in high school so this training will improve the quality of education. The training was offered by the *Association des Normaliens pour l'Avancement des Élèves haïtiens* (ANAEH) and focused on teaching methods and classroom management.

I would like to thank the teachers and students who worked diligently to enable 100 children to attend primary school. I encourage my col-

leagues to join these teachers in supporting education, the base of development, in Haiti.

Once again, the FEED organiza-

tion is asking for your support for tuition to send 100 of the neediest children in Paulette to primary school in 2013-2014. Funds are also needed for uniforms, books, backpacks, and shoes. The uniforms will be made in Haiti to support the Haitian economy. The backpacks and shoes will also be purchased in Haiti.

No amount is too small to donate. If we have many French Clubs and individuals helping, we will again be able to support the education of 100 children through the FEED organization.

French Clubs, National French Honor Societies, and individuals may choose any of the sponsorships below to help. Donations may be made payable to "Park Central Presbyterian Church" with "Haiti FEED" written in the memo line on the check. Checks may be sent to: Financial Officer Ken Sharkey, Park Central Presbyterian Church, Haiti Educational Partnership, 504 East Fayette Street, Syracuse, NY 13202. The following sponsorships are requested:

- \$10 = One sponsorship for one backpack for one student
- \$13 = One sponsorship for one pair of shoes for one student
- \$20 = One sponsorship for a uniform for one student
- \$20 = One sponsorship for books for one student
- \$26 = One sponsorship for school tuition for one year for one student at the state elementary school in Paulette, Haiti.
- \$82 = One sponsorship for school tuition for one year for one student at the Baptist elementary school in Paulette, Haiti.
- \$112 = One sponsorship for vocational training for one student in Terrier Rouge

We, as French teachers, can make a difference in Haiti by inspiring our students to connect with this French-speaking part of the world. We are working in PARTNERSHIP with the principals and teachers on the FEED Board and are listening to them identify the educational needs of the community in Paulette, Haiti. Thank you for your support. For more information please contact Georgette Schmidt [gschmidt@twcny.rr.com].



École Baptiste de Paulette



École nationale



PROMOTIONAL FLYERS FOR THE CLASSROOM



Help Wanted: Encourage Students to Learn French

Developed by the AATF Commission on High Schools, this newest promotional flyer targets school guidance counselors. It outlines how studying French can provide important career advantages for students. Limited quantities of the flyer are offered to AATF members free of charge upon receipt of a self-addressed stamped business-size envelope with a note requesting the new flyer (attach \$.44 for 4 or \$.61 postage for 8 flyers)

French By the Numbers

White on red flyer highlights dozens of statistics on the presence of the French language in the world and the importance of the French economy in the global marketplace. It also emphasizes the interconnectedness of the French and American economies.

French is Not a "Foreign" Language

Black and white on dark green flyer illustrates the similarities between English and French. An easily understandable text written in French as well as an English paragraph full of French words and phrases make it clear that French is not a "foreign" language.

Why Learn French

Newly-revised blue and green on white flyer presents French as a language for business, jobs, travel, and global communication.

Speaking French: An Investment in the Future

Newly-redesigned multi-color flyer explains why French is a world language! Today's French student isn't only learning a language rich in history and culture but is also opening a door to greater career opportunities.

Ten Reasons to Learn French (published by the French Cultural Services and the AATF)

Newly-redesigned burgundy and cream flyer lists 10 reasons why French is a valuable language to learn, including increasing students' marketability in a global economy as well as improving critical and creative thinking skills.

Why French FLES*?

Developed by the AATF FLES* Commission, color flyer offers reasons for beginning the study of French at a young age. Use it to promote the importance of French in the elementary schools.

To order these materials send your order and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org]. PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. 100 copies for \$12; 50 copies for \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers. Prices valid until 12/31/2013

Quantity (all prices cover first class postage & handling)

Cost



_____ Help Wanted

_____ French By the Numbers

_____ French is Not a "Foreign" Language

_____ Why Learn French?

_____ Speaking French

_____ Ten Reasons to Learn French

_____ Why French FLES*?

TOTAL ENCLOSED _____

Prices: 100 copies @ \$12; 50 copies @ \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers.

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ (H/W) E-mail: _____

CLASSROOM ACTIVITY

Cette fiche pédagogique, conçue pour les étudiants de deuxième année universitaire, accompagne le roman, *Sa femme*, d'Émmanuèle Bernheim (Paris: Gallimard, 1993). La lecture de *Sa femme* est divisée en quatre parties très courtes, et l'étude du roman demande quatre jours de cours. *Sa femme* est un texte idéal pour les lecteurs débutants grâce à sa brièveté, son style minimaliste et son intrigue captivant. Les exercices travaillent le vocabulaire, fournissent des sujets de discussion qui restent dans les thèmes du roman et offrent deux sortes de questions sur le texte: celles qui révisent l'histoire suivi par celles qui poussent les étudiants à faire une analyse plus profonde de ce roman fortement métallittéraire. La fiche offre aussi une liste exhaustive de vocabulaire qui se trouve sur le site Web de l'AATF à [www.frenchteachers.org/bulletin/activities/safemme.pdf] et qui aidera les étudiants à faire une lecture plus rapide avec une meilleure compréhension.

Pascale Hickman
Montana State University
[pascale.hickman@montana.edu]

Fiche pédagogique

Sa femme (pages 7 à 28)

A. Discussion: Les pickpockets

Posez les questions suivantes à vos camarades de classe et discutez-en.

1. Que faites-vous si on vous vole votre sac à main, sac à dos ou votre porte-monnaie?
2. Est-ce que vous avez déjà été victime d'un vol ou d'un pickpocket? Connaissez-vous quelqu'un qui a été victime? Si oui, qu'est-ce qui s'est passé?
3. Quand vous voyagez, comment est-ce que vous protégez vos affaires contre le vol? Quelles sont de bonnes habitudes à adopter?

B. Discussion: La routine et les habitudes

Posez les questions suivantes à vos camarades de classe et discutez-en.

1. Quelle est votre routine matinale pendant la semaine?
2. Avez-vous une routine le samedi?
3. Quels sont les avantages et les désavantages de suivre régulièrement une routine?
4. Êtes-vous plutôt impulsif ou préférez-vous programmer les choses à l'avance?

C. Vocabulaire

Reliez les deux côtés, et ensuite faites une phrase complète avec chaque expression.

1. les gripes, les angines, et les bronchites (p.10)
2. des boules Quiès (p.15)
3. le chantier (p.15)
4. «la vacarme était assourdissant» (p. 16)
5. renifler (p. 22)
6. une ordonnance (p.24)
 - a. lieu de travaux et de construction
 - b. le bruit rendait sourd
 - c. de diverses maladies
 - d. ce que prescrit un médecin
 - e. à mettre dans les oreilles contre le bruit
 - f. aspirer par le nez par mécontentement

D. Compréhension

Répondez aux questions en phrases complètes.

1. Décrivez Claire en détail. Comment est-elle?
2. Quelle est la routine de Claire?
3. Qui est Michel?
4. Qui est Thomas Kovacs? Décrivez-le. Comment est-ce que Claire sait que ce n'est pas un malade qui entre chez elle?
5. Que collectionne Claire et pourquoi? Où est-ce qu'elle garde ces objets?
6. Que se passe-t-il à la campagne?

7. Décrivez le cabinet et l'appartement de Claire.

8. Quels sont les objets que Claire retire de la poubelle? Pourquoi fait-elle cela?

E. Une analyse plus profonde

Répondez en phrases complètes.

1. Souvent la première phrase d'un roman est très importante. Quelle est la première phrase de *Sa femme*, et quel effet a-t-elle sur le lecteur? Qu'est-ce qu'elle indique sur le roman qui est à suivre?
2. Qui est le narrateur du récit? Quelle sorte de narrateur est-ce: un narrateur à point de vue interne (un personnage à l'intérieur de l'histoire) ou un narrateur à point de vue externe (une caméra posée), un narrateur omniscient, un narrateur omniscient avec restriction de champ?
3. Qu'est-ce que la routine et l'appartement de Claire révèlent sur sa personnalité?

Sa femme (pages 29 à 58)

A. Petite interrogation

Écrivez si les phrases ci-dessous sont vraies ou fausses.

- V ou F 1. Claire est mariée.
V ou F 2. Thomas est marié.
V ou F 3. Claire et Thomas ont des enfants ensemble.
V ou F 4. Claire et Thomas font l'amour.
V ou F 5. Thomas ne reste jamais plus qu'une heure et quart chez Claire.

B. Vocabulaire

Des mots utiles: jouez un jeu de pictionary avec votre groupe et la liste de mots ci-dessous. Ensuite, faites une phrase qui emploie un minimum de trois de ces mots.

1. un poignet (p. 27)
2. de la buée (p. 29)
3. une pendule (p. 29)
4. un préservatif (p. 33)
5. courbatue (p. 34)
6. un oreiller (p. 35)
7. la banlieue (p. 35)
8. une jupe (p. 38)
9. un magnétoscope (p. 46)
10. une casque des chantiers (p. 48)
11. un réveil (p. 49)
12. une gamelle (p. 52)
13. un stéthoscope (p. 53)
14. une poutre (p. 53)
15. une aiguille de perfusion (p. 53)
16. une cassette (p. 55)
17. un enregistrement (p. 57)

C. Discussion: La culture de la médecine

Posez la question numéro une à vos camarades de classe et discutez-en. Ensuite, faites la question numéro deux comme devoirs.

1. Que savez-vous sur les différences entre les services de santé en France et aux États-Unis? Faites une liste des différences que vous connaissez.

2. Faites des recherches sur Internet sur le système de sécurité sociale en France, et écrivez un résumé de comment elle fonctionne.

D. Compréhension

Répondez aux questions en phrases complètes.

1. Décrivez la maison et la famille de Thomas.
2. Comment est-ce que Michel comprend que Claire voit quelqu'un de nouveau?
3. Est-ce que Thomas aime le parfum que Claire achète? Pourquoi ou pourquoi pas?
4. Combien de temps Thomas reste-t-il chez Claire quand il vient? Quelle ruse est-ce que Claire emploie pour le garder plus longtemps? Est-ce que cela marche?
5. Quelle est la routine matinale de Thomas?
6. Claire achète plusieurs cassettes vierges pour son répondeur. Pourquoi?
7. Claire est très imaginative. Quels sont des exemples d'histoires qu'elle invente?

E. Une analyse plus profonde

Répondez en phrases complètes.

1. Décrivez le rapport entre Claire et Thomas.
2. L'amour platonique est un thème que les écrivains français ont souvent traité à travers les siècles. Dans l'amour platonique l'objet désiré reste parfait parce que l'on ne peut pas l'atteindre. Comment l'amour de Claire est-il platonique?
3. Pourquoi, selon vous, est-ce que Claire invente tant d'histoires sur Thomas et la vie qu'il mène?

Sa femme (pages 59 à 84)

A. Discussion: La famille et l'amour

Posez les questions suivantes à vos camarades de classe et discutez-en.

1. Que faites-vous d'habitude à Noël?
2. Est-ce que vous achetez des cadeaux? Si oui, pour qui? Si non, pourquoi pas?
3. Décrivez votre famille.
4. Avec qui dans votre famille est-ce que vous vous entendez le mieux?
5. Est-ce qu'il y a quelqu'un dans votre famille avec qui vous ne vous entendez pas bien? Pourquoi ou pourquoi pas?
6. Est-ce que vous avez jamais donné ou reçu des fleurs? Pour quelle occasion?
7. Êtes-vous jamais tombé(e) amoureux(se)? Si oui, comment est-ce que cette expérience vous a affecté? Si non, est-ce que vous souhaitez tomber amoureux un jour, et pourquoi ou pourquoi pas?

B. Vocabulaire: Le mot clé

Avec un partenaire, ou en petits groupes, choisissez un mot de la liste ci-dessous sans dire à vos camarades le mot que vous avez choisi. Faites une description du mot en français et vos camarades essaient de deviner le mot que vous décrivez.

- | | |
|----------------------|-----------------------|
| 1. une montagne | 15. des ciseaux |
| 2. les yeux | 16. un portefeuille |
| 3. un jouet | 17. le supermarché |
| 4. un sourire | 18. le sucre |
| 5. la bouche | 19. un oreiller |
| 6. les cheveux | 20. le vin |
| 7. la fourrure | 21. les fruits de mer |
| 8. les vêtements | 22. la télévision |
| 9. la salle de bains | 23. une fenêtre |
| 10. l'eau | 24. des miettes |
| 11. le souffle | 25. le visage |

- | | |
|------------------|----------------|
| 12. un cadeau | 26. les dents |
| 13. une sonnette | 27. un blouson |
| 14. la musique | |

C. Compréhension

Répondez en phrases complètes.

1. Comment est-ce que Claire marque le passage du temps et les rendez-vous avec Thomas?
2. Combien de pochettes de préservatifs est-ce que Claire a compté dans son tiroir?
3. Que fait Claire des roses qu'elle a reçues de Thomas?
4. Que fait Claire des objets dans son tiroir?
5. Qu'est-ce que Claire marque dans son carnet de rendez-vous?
6. Qui est Christophe?
7. Qui est Marie?

D. Une analyse plus profonde

Répondez en phrases complètes.

1. Décrivez le rapport entre Claire et sa famille.
2. Pourquoi est-ce que Claire garde toutes ces choses bizarres dans son tiroir?
3. Pourquoi est-ce que Claire ne garde rien de Christophe?
4. Regardez la scène d'amour à la page 79. Pourquoi ce mélange des corps?
5. Décrivez l'amitié entre Marie et Claire.
6. Est-ce que Claire est en bonne santé mentale? Pourquoi ou pourquoi pas? Donnez des exemples tirés du texte pour justifier votre réponse.

Sa femme (pages 85 à 115)

A. Discussion: L'imagination

Posez les questions suivantes à vos camarades de classe et discutez-en.

1. Avez-vous jamais eu des inquiétudes comme Claire où vous imaginez le pire? (En français on appelle cela «avoir le vélo qui tourne».)
2. Avez-vous jamais été victime d'un accident de voiture? Avez-vous déjà été témoin d'un accident? Que s'est-il passé?
3. Quelqu'un vous a déjà menti dans votre vie?

B. Vocabulaire: Des questions

Formulez une question à partir de chaque expression ci-dessous et posez-la à votre partenaire.

- | | |
|----------------|-------------------|
| 1. les goûts | 2. une photo |
| 3. le parfum | 4. les excuses |
| 5. la maison | 6. le cuir |
| 7. un accident | 8. une profession |
| 9. des enfants | 10. le potage |

C. Compréhension

Répondez aux questions en phrases complètes.

1. Thomas demande à Claire de ne plus porter de préservatif, mais Claire refuse. Pourquoi?
2. Quel est le gros mensonge de Thomas?
3. Qui est-ce que Claire continue à imaginer, même si cette personne n'existe pas?
4. Qui est Monsieur Corey?
5. Quel est le premier indice que Claire commence à perdre son intérêt pour Thomas?

D. Une analyse plus profonde. Répondez aux questions en phrases complètes.

1. Pourquoi Claire est-elle «grise»? Quelle serait des significations possibles de sa couleur ou de son nom?

(continued on page 27)

KANSAS SIGNS MOU WITH ORLEANS

In March 2013, the AATF Kansas Chapter had the pleasure of hosting French representatives from the *Académie d'Orléans-Tours*. Sylvie Raguer, *Déléguée académique aux Relations européennes et internationales et à la Coopération*, and Emmanuelle Martin, *Enseignante de collège*, spent almost a week in Kansas. Sylvie and Emmanuelle were escorted by Phyllis Farrar, the World Language Consultant for the Kansas State Department of Education (KSDE). The official purpose of their visit was for the signing of the Memorandum of Understanding (MOU) between the *Académie* and the Kansas State Department of Education. While they were here they tried to meet as many educators as possible.

Sylvie and Emmanuelle arrived in Kansas City on Monday, March 25. On Tuesday they traveled to Wichita where they conferred with representatives of Orleans' sister city organization. They met with Wichita high school teachers of French in the afternoon and professors at Wichita State University (WSU) in the evening. They also connected with two French exchange students from Orleans who currently attend WSU.

On Wednesday they observed International Baccalaureate classes at Wichita East, High School after which they proceeded to Newton for lunch and a visit to French classes. There they also attended a celebration of the 50th anniversary of the signing of the Élysée Treaty. French and German clubs had cake, punch, and a trivia contest with French culture questions going to the German students and vice versa. They were impressed by the beautiful cake as well as the brave trilingual high school junior serving as emcee.

On Thursday they had a marathon day in the Shawnee Mission, Blue Valley, and Olathe school districts of suburban Kansas City where a total of six schools were visited!

Friday, March 29 was the official signing ceremony in Topeka and Orleans via live video conference. Kansas Commissioner of Education, Diane DeBacker, and the *Recteur de l'Académie d'Orléans-Tours*, Marie Reynier, signed simultaneously. Words of welcome were offered in both languages by honored guests on both sides of the Atlantic. A lovely informal reception followed for guests, including AATF Past-President Ann Sunderland.

The celebration continued with a luncheon hosted by the French professors of Washburn University (Topeka) and the *Alliance française de Topeka*. Sylvie and Emmanuelle had one more meeting that

afternoon with KSDE consultants on how vocational training is done in France. Another celebration, hosted by the Kansas AATF Chapter, took place in Topeka that evening where a magnificent meal was enjoyed by those fortunate enough to attend. The final event of the week was a Saturday luncheon in Kansas City, MO. Twelve French teachers from throughout the Kansas City area were able to attend. Grateful Kansans had to say goodbye to Sylvie and Emmanuelle who returned to France the following day. We look forward to seeing them again soon.

The KSDE and Kansas AATF Chapter are very happy to have at last finished the MOU. Negotiations began in 2009 and were slowed by changes in personnel and technological failures of international communication. The agreement will offer many opportunities for partnerships between *l'Académie* and Kansas. *L'Académie d'Orléans-Tours* contains approximately 140 *lycées* and 200 *collèges*, all of which offer English as a foreign language. Kansas teachers may apply for a partnership by requesting a form from the Secretary-Treasurer of the Chapter. Partnerships may include e-mail pen-friends and shared projects via technology. They may also provide real exchanges between both students and teachers. For more information, contact Nora Kelting [nkelting@newton.k12.ks.us].

AATF ON-LINE STORE
www.frenchteachers.org

(continued from page 26)

2. La pendule et la montre apparaissent souvent. Quelle est l'importance du temps? Pourquoi Claire serait-elle obsédée par le temps?
3. Le conditionnel est un temps verbal qui apparaît souvent dans le texte. Que signifie le conditionnel? Pourquoi est-ce qu'on l'utilise? Comment est-ce que l'on emploie dans ce texte et que signifie le conditionnel dans ce récit? Citez des exemples du conditionnel présent ainsi que du conditionnel passé pour justifier vos réponses.
4. Dans le texte, il y a beaucoup d'espace blanc. Pourquoi?
5. *Sa femme* est un roman qui peut être lu comme un texte métalittéraire qui serait une allégorie pour la littérature elle-même. Comment est-ce que le rôle de Claire ressemble au rôle du lecteur?

CONVENTION PROCEEDINGS NOW AVAILABLE

The third volume of Selected Proceedings from the AATF convention, now available through the AATF Web site, reflects the quality and diversity of the papers presented in Chicago in 2012. We are pleased to make these excellent contributions available, demonstrating once again the AATF's commitment to the dissemination of knowledge about the teaching and learning of French.

The articles selected offer insights into areas of interest being explored by colleagues from the U.S. and abroad. The convention in Chicago was a meeting place for the exchange of ideas, techniques, and materials, and this volume reflects the wide range of topics featured in the program.

The multifaceted nature of this volume attests to the richness of our field and to the dedication of our colleagues. Our sincere thanks go to those who presented at the convention, to those who submitted their work to this project, and to those who served as reviewers for this volume.

The proceedings can be accessed at [www.proceedings.frenchteachers.org]; ID AATF2012. The password is Chicago. Enter this information slowly, or the site won't recognize it.

Catherine Daniélou, Editor
University of Alabama at Birmingham
[danielou@uab.edu]

E. Pour en finir.

Discutez les questions suivantes avec vos camarades de classe.

1. Que pensez-vous de ce roman? L'aimez vous ou non, et pourquoi ou pourquoi pas?
2. Ce roman, est-il vraisemblable? Pourquoi ou pourquoi pas?
3. L'histoire de l'amour de Claire n'est pas terminée à la fin du roman. Que va-t-il se passer? Imaginez la suite du récit.
4. Si vous pouviez donner un conseil à Claire, que lui diriez-vous? et à Thomas?
5. Quelle sorte de commentaire est-ce que *Sa femme fait* sur les rapports entre les gens?
6. Emmanuèle Bernheim a un certain style d'écriture. Décrivez-le. Comment est-ce que ce style convient au récit?



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



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

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

- _____ 80th Anniversary Club (\$80)
- _____ Sponsor (\$500)
- _____ Patron (\$100)
- _____ Sustaining Member (\$50)
- _____ Other amount

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

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

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

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

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

In addition to these categories, members will also be recognized each November in the *National Bulletin* as a Sponsor, Patron, or Sustaining Member. However, we welcome contributions in any amount. Please make a donation to the AATF Fund for the Future when you return your dues invoice this fall. A contribution made in 2013 is deductible on your 2013 income tax return.

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

- 12 publications per year
- National French Week
- National French Contest
- *Société honoraire de français*
- contests for students at all levels
- the work of the AATF commissions
- an award-winning Web site
- collaborative projects such as the National Standards for Foreign Language Learning
- promotional and advocacy materials for programs in difficulty
- annual conventions around the U.S. and in many Francophone locations (Quebec, France, Belgium, Martinique)
- more than 15 scholarships to France, Quebec, and Belgium
- more than \$5,000 in grants
- numerous awards and honors for members and their students and administrators

For more information on AATF activities, visit [www.frenchteachers.org].

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

Avec nos plus sincères remerciements!

FINAL REPORT ON THE 2013 AATF CHICAGO/ NORTHERN ILLINOIS FRENCH IMMERSION

The fifth annual AATF French Immersion Day for high school students has come and gone so quickly that it makes my head spin. Work begins in August. This is when we look for low-cost folders on sale at the lowest price of the year. It heats up when the registration forms are due in December and doesn't end until this final report gets done. It seems like a lot of work for just one day, but when I read the comments on the evaluation forms, I know that what we are doing has real value and meaning for both the students and the teachers.

On Saturday, February 16, 2013 our staff of 21 met at Dominican University in River Forest, IL at 6:15 a.m. to set up for a day of activities that would not stop until we packed up at about 4:30 p.m. There were 65 students and 5 teachers attending from 14 schools (Andrew, Bloom Trail, Geneva, Glenbard West, Grayslake Community, Lockport Township, North Shore Country Day, Loyola Academy, Lyons Township, Marmion Academy, Neuqua Valley, Proviso Math and Science Academy, Rochelle Township, and West Chicago Community).

We are fortunate that Dominican University has been eager to host our program. Dean Jeffrey Carlson has been kind enough to fit us into their crowded calendar by providing smart classrooms, the social hall where we have all of our whole-group activities, and the services of the lunch coordinator, audio-visual technicians, and janitorial staff. Dr. Sylvie Goutas of the French Department joined in wholeheartedly to do everything she could to make the day go smoothly. The students who attended got a look at what a typical Saturday looks like at an urban university, because there were college students all around us.

The staff members are crucial to making a program successful, and what the immersion day program has is a rotating staff of teachers who are imaginative, hard-working, and dedicated to all our students. Our teachers jump in to help, at the same time sharing effective ideas to vary our program and make it work well. The many details are what add up to a great experience, and it takes all of us working together to accomplish it.

This year the program offered new classes which included the following: *Aventures avec les Voyageurs*, *Bienvenue au Bénin*, and *La Bonne Nourriture et la Cuisine de nos Jours*. The teachers emphasize communicative activities, while at the same time integrating many other ex-

periences into their classes (food, songs, games, costumes, and colorful detailed PowerPoint presentations). One of the activities had to do with posing in the hallway for photos dressed in a variety of hats and other garments illustrating the life of the *voyageurs*. The Benin group also had fun with costumes and other aspects of daily life in that country.

In the afternoon Dennis Stroughmatt provided the cultural and musical program centered on the island of French culture located in Old Mines (*Vieille Mine*), Missouri. He interspersed the music of the area with anecdotes of the people and their history. This was a challenge for the audience due to the local accent and regionalisms as well as the unfamiliarity of the history, but it was an enriching experience.

It is no surprise that one of the favorite activities is the skits that the students create and perform before the group. This year we decided that it would be more effective, more audible, and thus more understandable, to perform them in smaller groups, so we divided the group into two, and the skits were done in this more intimate setting in the classrooms. I noticed a difference in the number of positive comments (25 mentions) indicating that the students liked this setting much better than in the large social hall.

Communication is also very important to students, and they appreciated being able to speak with a variety of people, and to find that they can indeed do this all day without resorting to English.

We owe a great debt of gratitude to AATF National Headquarters, to the Chicago/Northern Illinois AATF Chapter, and to the French Cultural Service in Chicago who have funded the immersion day. *Attaché cultural adjoint* Jean-François Rochard has always very generously given us materials such as DVDs, magazines, maps, brochures, pens, and posters to distribute to our teachers. We are also thankful to TV5 Monde for the materials they donated.

This was my fifth and final French Immersion Day, and I am passing the directorship of the program over to Assistant Director, Donna Czarnecki. Donna was the director of the George Williams College French Immersion Weekend program (begun in 1976) for twenty-five years, so our Immersion Day program will be in the best of hands.

Patricia Olderr
[patolderr@yahoo.com]

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 pay-two-get-one-free incentive to current members to recruit new members. If the current member can get two new members to join, 2014 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 2014 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!

UPCOMING AATF CONVENTIONS

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

- New Orleans (July 19-22, 2014)
- Saguenay, Quebec (July 8-11, 2015)

AATF STANDARDS MANUAL: *Making Global Connections Using French Language and Culture: Standards-Based Lessons for Novice through 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

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.



_____ T-shirts x \$18 _____ M _____ L _____ XL

_____ T-shirts x \$19 _____ XXL

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

NEW! T-SHIRT

We are pleased to announce a new T-shirt 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. *Le Lièvre et la tortue* now available.



_____ T-shirts x \$18 _____ S _____ M _____ L _____ XL

_____ T-shirts x \$19 _____ XXL

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

AATF PUBLICATIONS AVAILABLE

From the AATF Commission on Cultural Competence:

La Francophonie en Europe: le cas de la Suisse romande et de la Communauté française de Belgique. Special issue of *Dialogues et Cultures* (No. 56, 2010), journal of the *Fédération Internationale des Professeurs de Français (FIPF)*. Marie-Christine Weidmann Koop, guest editor. ISSN 0226-6881. Pp. 190. \$25. May be ordered from the AATF Materials Center or on-line store at [www.frenchteachers.org].

A book analyzing contemporary French culture *France in the Twenty-First Century: New perspectives / La France au XXI^e siècle: nouvelles perspectives*, Marie-Christine Weidmann Koop and Rosalie Vermette, eds. Summa Publications, Inc., 2009. ISBN 978-1-883479-61-9. Pp. xxxiii + 340. \$36.95 + \$4.00 S&H at <http://summapub2.googlepages.com>. Accompanied by a website with activities and regular update.

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

Prices are subject to change without notice.

FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-83 (1927-2010) 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 three years. Readers can explore the rich tradition of the journals. For a list of institutions who participate in J-STOR, please visit [www.jstor.org/about/participants-na.html]. The *French Review* will soon be available via the J-STOR Web site to individual researchers who don't have access to a subscribing library.

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

PERSONAL STORIES FROM FORMER STUDENTS

Teachers are invited to submit to the French Language Advocacy Team personal stories from their former students about how they are using French in their careers. These stories will be made available on the Advocacy Wiki to encourage students to continue their study of French and to demonstrate to decision-makers that French is an important program in the curriculum. A letter that can be copied or adapted by French teachers to send to their former students is found on the French Language Advocacy Wiki at [<https://frenchadvocacy.wikispaces.com/02a.+French+for+Careers.>]

The questions that the French Language Advocacy Wiki Team is soliciting from those who use French in their careers are these:

1. Name, e-mail, job title, company or institution, city and state
2. When you began learning French (age or grade level); post secondary education involving French:

institution(s), degrees complete with what majors and minors

3. A short statement about what motivated you to learn French and how you use French in your professional and personal life. (What specific types of tasks you do in French and with what frequency?)
4. What advice or reflection would you have for a student who doesn't know if French would be a valuable language to learn?
5. If you have a good-quality digital photo of yourself, which might be sent as an e-mail attachment (jpeg) or downloaded, that would be nice to accompany your statement.

Please note that we will not share on the Wiki the e-mail addresses of our respondents. Questions or comments? Contact Margot Steinhart [m.steinhart@sbcglobal.net].

CALL FOR PROPOSALS 2014 AATF CONVENTION IN NEW ORLEANS

The on-line call for proposals for the 2014 AATF convention, to be held July 19-22 at the Astor Crowne Plaza Hotel in New Orleans, has been posted on the AATF Web site at [www.frenchteachers.org]. Proposals will be accepted until **December 15, 2013**. All those interested in submitting a proposal should consult the AATF Web site. The theme for this year's convention is "Le Français, langue à multiples visages." Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

**SEE YOU IN
NEW ORLEANS!**

July 19-22, 2014

NEW! *LA FRANCOPHONIE EN EUROPE*

Special issue of *Dialogues et cultures* devoted to Switzerland and Belgium, edited by Marie-Christine Koop, Chair of the AATF Commission on Cultural Competence. See the full Table of Contents at [www.frenchteachers.org/hq/materials/switbelgvolume.pdf]. The volume can also be ordered through the AATF On-Line Store.

_____ Copies x \$25 each

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

ÉTUDIANTS SANS FRONTIÈRES: CONCEPTS AND MODELS FOR SERVICE-LEARNING IN FRENCH

Fourteen university and high school teachers describe their successful academic-community collaborations. Providing a wealth of examples and experiences to be mined, this book is a godsend for French teachers seeking ways to give students a higher stake in enhancing their linguistic and cultural proficiency.

_____ *Étudiants sans frontières* x \$25 = Total enclosed _____

Name: _____


Address: _____

City, State, Zip _____

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

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 Jessica Nelson, Executive Secretary SHF, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Phone: (607) 821-2120; Fax: (618) 453-5733; E-mail: [shf@frenchteachers.org]. or from the AATF Web site at [www.frenchteachers.org/shf].

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.



OUTSTANDING SENIOR IN FRENCH AWARD



Recognize outstanding students!

Students at the high school or university level are recognized with:

- a certificate signed by the AATF Executive Director
- a press release for local or school newspapers
- a congratulatory letter to principal or dean
- Outstanding Senior medal, available for an additional charge.



Student must be a senior in at least the third year of French study, have maintained a high average, participated in French-related activities, and be a non-native speaker of French. The nominating teacher must be a current AATF member.

For more information and complete eligibility requirements:

[www.frenchteachers.org/hq/outstandingsenior.htm] or [staff@frenchteachers.org]

(Basic award: \$25 / Award + medal: \$35)

SPECIAL OFFER: AATF FLYERS

Take advantage of this special offer for flyers. The AATF has produced five flyers targeting different audiences and interests: (1) *Ten Reasons to Learn French*, (2) *Speaking French: An Investment in the Future*, (3) *Why Learn French?*, (4) *French is Not a "Foreign" Language*, and (5) *French by the Numbers*.



_____ 100 copies of each flyer @ \$60 (a savings of \$12)

_____ 50 copies of each flyer @ \$20 (a savings of \$10)

_____ Check here if you would like 50 additional copies of *Why French FLES?* or at no extra charge.

_____ Check here if you would like 10 additional copies of the *Help Wanted* flyer for counselors at no extra charge.

Name _____

Address _____

Tel: _____

Send this form and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

Découvrez la Nouvelle-Orléans!

Congrès annuel de l'AATF du 19 au 22 juillet 2014

PROMOTION IN MOTION ANNOUNCING ALLONS AU CINÉMA: PROMOTING FRENCH THROUGH FILM

The Co-Chairs of the AATF Commission for the Promotion of French, Dolliann Hurtig (Louisiana Tech University) and Joyce Beckwith (Wilmington, MA High School) are excited to announce the future publication of *Allons au Cinéma: Promoting French Through Film*, a pedagogical manual which contains articles on fourteen films, each of which has a *fiche pédagogique* that includes classroom activities, vocabulary lists, Web quests, individual and group projects, Internet resources, and written and oral assignments. Some entries also include grammatical exercises, role-playing suggestions, and historical and cultural applications.

The collection of films which appear in the manual is very diverse and includes dramas, comedies, musicals, thrillers, documentaries, biographies, and even an animated selection. Many of the films take place in Francophone locations (Canada, Chad, Algeria, Morocco, the West Indies), while others are set in Paris or other French cities. Among the main themes highlighted in the manual are immigration, World War II and the Occupation, betrayal, friendship, racial and religious discrimination, adolescence, family values, tolerance, and love. All films are appropriate for both secondary and university levels. Here is a list of the films included in the manual with their authors:

Biguine (Marco Roman)
Elle s'appelait Sarah (Natalie De Groult)
Inch'Allah Dimanche (Stacey Ayotte)
L'Artiste (Jessica Miller)
Les Glaneurs (Elizabeth Atkins)
Le Havre (Michelle Bissière)
Maurice Richard (Dolliann Hurtig)
Mon Meilleur Ami (Joyce Beckwith)
Monsieur Hire (Jody Ballah)
Monsieur Ibrahim et les fleurs du Coran (Fawzia Ahmad)
Tout ce qui brille (Adela Lechintan-Siefer)
Un Homme qui crie (Christine Gaudry-Hudson)
Un Secret (Dominique Thévenin)
Une Vie de Chat (Jill Capozzoli)

Members are encouraged to check the AATF Web site to see when the manual will be ready for publication, hopefully at the beginning of 2014. Kudos to Dolliann Hurtig who served as Editor of our AATF Commission Project and spent countless hours evaluating, revising and

formatting submissions. Thank you also to our reviewers, Mary Helen Kashuba, SSJ, Jayne Abrate, Ann Sunderland, and Mary Ann O'Neil whose suggestions have been invaluable. And to our contributing authors, Bravo! *En avant!*

Joyce Beckwith
 Commission Co-Chair
 [MmeJoyB@aol.com]

CONTACT YOUR FRENCH GOVERNMENT REPRESENTATIVE

If you are looking for support or information from the Cultural Service of the French Embassy regarding any of their programs, you can go to their Web site to find the most current information for each of the consulates, including Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, as well as for the Embassy in Washington. Go to [www.frenchculture.org]; click on "About Us," then "Regional Offices."

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 34 or more information.

Answers: 22 novembre 1685; 1^{er} décembre 1944; 12 juillet 1998; 1^{er} mai; 19 juillet 1919.

F

eed the imagination as well as the palates of those you are trying to teach.

R

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

E

ntertain with student or guest performances or films.

N

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

C

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

H

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

PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars (see page 14). Each year's calendar will have a different theme, and we are looking for contributions of photographs for future years. Upcoming themes may include, monuments, nature, iconic images, Paris, castles, Quebec, Francophone Africa, the Caribbean. Submit photographs or questions to Jayne Abrate at [abrate@siu.edu].

REMINDER TO FDLM SUBSCRIBERS

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on page 8 to notify the AATF or send an e-mail to [address@frenchteachers.org], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].

Prices include first class postage. Payment or purchase order must accompany orders. Pictures of most items are available at: [www.frenchteachers.org]. Please allow 2-3 weeks for delivery. The first price listed is the member price; the non-member 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?**

AATF PROMOTIONAL ITEMS

NEW! Trousse scolaire: Pencil case, pen, pencil, eraser, sharpener, ruler with imprints in French. \$4 each or \$2.50 each for more than 10.

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

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

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

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

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

TEACHING MEDIA

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

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

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

MEDALS AND AWARDS

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

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

OTHER MATERIALS

Étudiants sans frontières: Concepts and Models for Service-Learning in French, edited by Jacqueline Thomas. First publication from the AATF Press (190 pp.) \$25.

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

Guide des Fables de La Fontaine to accompany 2010 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)

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)

Un Calendrier perpétuel. Rev. (2006). Highlights events and people from the Francophone world. Web sites, bibliography, complete index, glossary, and brief Teacher's Guide (104 pp.) \$15 (\$18)

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)

Color Notecards: 12 notecards with envelopes featuring 6 different color designs from winners of the FLES* Poster Contest; blank inside. \$12 (\$16)

Color Postcards: Sets of 10 postcards on 6 different themes: (1) Paris, (2) Provence, (3) French Cathedrals, (4) French Châteaux, (5) Quebec, and (6)

Martinique. 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

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

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

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

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

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

AATF FLES* COMMISSION REPORTS
Vers les étoiles avec le français ('11) \$10

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 ('00) \$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 I ('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: AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; [aatf@frenchteachers.org]. Prices valid through 12/31/13.

IT'S DELICIOUS!

Visit the AATF Delicious bookmark site at [Delicious.com/aatfrench]. The site contains 120+ links for French teachers and learners. The links are categorized by themes, including technology, lesson ideas, Francophone culture, and professional issues.

CALENDAR OF EVENTS

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS

(NYS AFLT), October 11-12, 2013, Buffalo, NY. Information: NYS AFLT, 2400 Main St., Buffalo, NY 14214; phone: (716) 836-3130; Fax: (716) 836-3020; e-mail: [info@nysaflt.org]; Web: [www.nysaflt.org].

PENNSYLVANIA STATE MODERN LANGUAGE ASSOCIATION (PSMLA),

October 18-19, 2013, Pittsburgh, PA. Information: Phyllis Rzodkiewicz, Business Office, 5410 Gardner Drive, Erie, PA 16508; e-mail: [przodkiewicz@roadrunner.com]; Web: [psmla.net].

AFRICAN STUDIES ASSOCIATION

(ASA), November 21-24, 2013, Baltimore, MD. Information: ASA, Rutgers University, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854; phone: (732) 445-8173; fax: (732) 445-1366; e-mail: [annualmeeting@africanstudies.org]; Web: [www.africanstudies.org].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL),

Nov. 22-24, 2013, Orlando, FL. Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; e-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL),

November 22-24, 2013, Orlando, FL. Information: NNELL, P.O. Box 7266, B201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; e-mail: [nnell@wfu.edu]; Web: [www.nnell.org].

LINGUISTIC SOCIETY OF AMERICA

(LSA), January 2-5, 2014, Minneapolis, MN. Information: LSA, 1325 18th Street NW, #211, Washington, DC 20036-6501; phone: (202) 835-1714; fax: (202) 835-1717; e-mail: [lsa@lsadc.org]; Web: [www.linguisticsociety.org].

MODERN LANGUAGE ASSOCIATION

(MLA), January 9-12, 2014, Chicago, IL. Information: MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 576-5000; fax: (646) 458-0030; Web: [www.mla.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT),

Mar. 13-15, 2014, Memphis, TN. Information: David Jahner, Executive Director, P.O. Box 33615, Decatur, GA 30033; e-mail: [scoldj@gmail.com]; Web: [www.scolt.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL),

March 20-22, 2014, St. Louis, MO. Information: Patrick T. Raven,

Vol. 39, No. 1 (September 2013)

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].

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS (AAAL),

March 22-25, 2014, Portland OR. Information: AAAL, PMN 321, 2900 Delk Road, Suite 700, Marietta GA 30067; phone: (678) 229-2892; fax: (678) 229-2777; e-mail: [info@aaal.org]; Web: [www.aaal.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

INTERNATIONAL, March 26-29, 2014, Portland OR. Information: TESOL, 1925 Ballinger Avenue, Suite 550, Alexandria VA 22314; phone: (703) 836-0774; fax: (703) 836-7864; e-mail: [info@tesol.org]; Web: [www.tesol.org].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (NECTFL),

March 27-30, 2014, Boston, MA. Information: Rebecca Kline, Executive Director, NECTFL, c/o Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; phone: (717) 245-1977; fax: (717) 836-7864; e-mail: [nectfl@dickinson.edu]; Web: [www.nectfl.org].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA),

April 3-7, 2014, Philadelphia PA. Information: AERA, 1430 K Street NW, Washington, DC. 20005; phone: (202) 238-3200; fax: (202) 238-2350; Web: [www.aera.net].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT),

April 24-26, 2014, Snowbird Resort, UT. Information: Jody Klopp, Executive Director, SWCOLT; e-mail: [jody.klopp@okstate.edu]; Web: [www.swcolt.org].

AATF ANNUAL CONVENTION,

July 19-22, 2014, New Orleans, LA. Information: AATF, Jayne Abrate, Executive Director, 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].

INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS (AILA),

17th WORLD CONGRESS, August 10-15, 2014, Brisbane, Australia. Information: e-mail: [info@aila2014.com]; Web: [www.aila2014.com].

AFRICAN STUDIES ASSOCIATION

(ASA), November 20-13, 2014, Indianapolis IN. Information: ASA, Rutgers University, 54 Joyce Kilmer Avenue, Piscataway NJ 08854; phone: (732) 445-8173; fax (732) 445-1366; Web: [www.africanstudies.org].

CALL FOR CONTRIBUTIONS TO THE AATF COMMISSION ON HIGH SCHOOLS

The AATF Commission on High Schools will be changing focus in response to requests from the AATF membership and the new direction of the French AP Language and Culture exam. The Commission is calling for contributions to a pedagogical manual centered around the three modes of communication: (1) oral and written interpersonal communication, (2) oral and written interpretive communication, and (3) oral and written presentational communication.

These three modes of communication appear in most state and national curriculum documents, but many teachers do not think of organizing their teaching around these communicative modes. The new French AP exam requires students to demonstrate their proficiency in each of the three communicative modes. However, development of these skills must start in level 1 and continue through all years of French study. A pedagogical manual with chapters devoted to each communicative mode would be very useful for teachers. The manual would include lesson plans at all levels related to six over arching themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics.

The pedagogical manual will be published by the AATF and will be edited by the Commission Chair Anne Jensen. Since this project is in the beginning stages, the Commission is seeking members interested in contributing to the manual and editing submitted projects. The Commission will have a meeting to discuss this project during the New Orleans convention in July. Please contact Anne Jensen, High School Commission Chair, e-mail: [annejensen@att.net], for further information on this exciting project. French teachers who share with each other bring creativity and energy to our field. The Commission also has a Web site at [https://sites.google.com/site/aatf-highschoolcommission/].

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VISIT THE JNCL WEB SITE
www.languagepolicy.org



AATF National Bulletin (ISSN 0883-6795)
 American Association of Teachers of French
 Mailcode 4510
 Southern Illinois University
 Carbondale, IL 62901

Periodicals
 Postage Paid
 Carbondale, IL
 62901

2013 AATF OUTSTANDING CHAPTER OFFICER AWARD

This year's Outstanding Chapter Officer, Deanna Scheffer  is a French teacher at St. Augustine High School in St. Johns County, Florida. A former Contest Administrator for *Le Grand Concours*, she is currently serving her third term as Chapter President. Her favorite chapter activity each year is to attend *Séjour sans souci*, a weekend of relaxation, camaraderie, exquisite cuisine, and professional development in a beautiful setting. For the past five years, she has enjoyed planning and attending many of the state-wide activities commemorat-

ing the 450th anniversary of French in Florida. She is very proud that Florida has held the largest state-wide competition for learn-French students in the US, *Concours en français*, for over sixty years. This year, the Chapter will sponsor a luncheon and two workshops during the two-day competition. A



National Board Certified Teacher herself, Deanna has been a National Board Trainer and Assessor for over ten years. She is currently on the AP French Language and Culture Test Development Committee at CBA. She is also a College Board Mentor Consultant and Table Reader for scoring. In 2009, she became a *Chevalier de l'Ordre des Palmes académiques*. A Florida Foreign Language Association Board Member since 2004, she was named the Florida French Teacher of the Year in 2011.

REMINDER: IMPORTANT DEADLINES AND DATES

- November 1 Deadline for submission for the January issue of the *National Bulletin* and for return of election ballots.
- November 15 Deadline for submissions to the National French Week Essay and Video Contests (see page 20)
- December 1 Deadline for nominations for AATF Administrator of the Year Award (page 6)
- December 15 Deadline for submissions for the 2014 AATF convention in New Orleans (see page 31) and for applications for AATF Commissions (see page 4)
- January 20 Deadline for applications for ASFAP Scholarships (see page 14)
- February 1 Deadline for applications for Ludwig Excellence in Teaching Awards (see page 17) and ISE Language Matters Award (see page 4)

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 (2014-2016) 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 2014-2016.

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, 2013**.