



AMERICAN ASSOCIATION OF TEACHERS OF FRENCH



National Bulletin

IN THIS ISSUE

Couleurs des Caraïbes



Tant de couleurs -
 rouge de flamboyant
 jaune d’ananas
 violet de bourgainvillea
 rose de goyave
 orange de melon
 vert de palmier
 brun de bakoua
 turquoise de mer
 blanc de robe en coton
 arc-en-ciel de madras au marché



Tant de couleurs des gens -
 café crème
 caramel rhum
 chocolat vanille

Le fruit d’être déracinés, dépayés, opprimés au passé pas très lointain
 Aujourd’hui une tapisserie tissée de découvert, d’aventure, d’espoir, d’amour
 Cultures et langues rassemblées dans un tableau merveilleux
 de sons, parfums, saveurs,
 brises douces, accueil chaleureux
 Couleurs des Caraïbes martiniquais



Écrit à l’Hôtel Carayou le 22 juillet
 Dawn L. Young
 Charlotte Christian School (NC)
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In Memoriam

The AATF lost one of its most devoted members, Jane Black Goepper, former editor of the *National Bulletin*, in early July 2018. She had been an AATF member since 1970 and was named an Honorary Member in 2016 for her service to the association.

Jane became editor of the *National Bulletin* in 1984 and served for 32 years. In her capacity as editor, she was a member of the AATF Executive Council. She chaired numerous committees over the years and always participated actively and enthusiastically in any AATF-related activity. Early in her career, she served as National French Contest Administrator for her chapter, chapter president, and local liaison for the AATF convention when it was held in Cincinnati. She was a member of the state foreign language associations of both Ohio and Kentucky.

Jane received her undergraduate degree from the College of Wooster (OH) and her M.A. from Western Reserve University in 1959. She also took courses at Middlebury College, Westchester State University, the Institut de Touraine, and the University of Cincinnati.

Prior to her retirement, she taught French and served as department head at Holmes High School, Covington, KY. Through her career and even into retirement, Jane organized exchanges and trips to France for students and teachers. She and her husband Dan opened their home regularly to foreign students of all nationalities studying in the U.S. Together, she and Dan traveled the world to learn about other people, not only in French-speaking locations but to countries as diverse as China, Senegal, Columbia, Mexico, Thailand, Chile, as well as La Réunion and Île Maurice.

Jane was a founding member of the *Alliance française de Cincinnati* and also served for many years on the Board of Directors of the Cincinnati-Nancy Sister Cities Association. She and Dan were very involved in their community, supporting education and the arts.

She was the recipient of many awards during her lifetime. She was named *Chevalier* and then *Officier dans l'Ordre des*

Palmes académiques, was named Outstanding Teacher by the Ohio Foreign Language Association, received a Rockefeller Foundation Fellowship, an AATF summer scholarship, and participated in an NEH Summer Seminar. She was a regular presenter at state, regional, and national conferences on the teaching of French, teacher preparation in foreign languages, and on developing exchange programs.

Jane had a wide variety of interests and always kept busy. In addition to supporting the arts, she also created pottery and was an avid needleworker. She had a wide circle of friends and family to whom she remained close.

One of the measures of the impact she had on her students and students that she mentored and welcomed into her home is the number of them with whom she remained in contact. Many of her students went on to become teachers or French or to use French in their professions. She regularly traveled to visit or welcomed back to Cincinnati foreign students to whom she and Dan had opened their home over the years. When I last spoke with her, she spoke wistfully about the wonderful 2003 convention in Martinique and how she wished she could have joined us this year.

A memorial service was held on September 8. At the request of her family, the AATF will establish a Jane Black Goepper Scholarship Fund for which we are soliciting donations. Please contact the AATF if you would like to contribute.

Jayne Abrate
Executive Director



AATF NATIONAL BULLETIN

Vol. 44 No. 1 (September 2018)

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Please note: Because of convention dates and other deadlines, 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.

#jesuismembre

Notre congrès en Martinique fut exceptionnel de par la force qu'il a insufflée à toutes celles et ceux qui ont participé: force des échanges, poids des dialogues, souffle que donnent les explorations culturelles et intellectuelles, élan humain que forment les rencontres, force de la convivialité et de l'entraide, et enfin, notre force associative. Mais au quotidien, que signifie être membre de l'AATF?

Il y a un an j'écrivais sur notre identité collective, pour souligner le fait qu'elle se trouve dans celle de nos membres, de leur travail, de leur passion et de leur dévouement. Or, être membre de l'AATF, c'est un peu épouser les valeurs que nous avons en commun, faire partie d'une grande famille animée du même esprit de loyauté envers notre métier, du même élan dans l'enseignement d'une langue, du même désir de grandir et de s'améliorer afin d'offrir les meilleures expériences possibles au travers de notre travail.

Certes, rappelons-le, l'AATF vous offre certains avantages de grande qualité et des opportunités non négligeables, qu'il s'agisse du Congrès annuel, du Grand Concours, de la Société Honoraire de Français ou des Jeunes Amis du Français, de la *French Review*, du *National Bulletin*, des bourses ou mini-fonds de soutien pour vos projets, des volumes qui épaulent votre enseignement, des commissions dont le travail soutient le vôtre et le pousse dans de nouvelles directions, des réseaux qui défendent les programmes en danger, sans compter un grand nombre d'activités au niveau local.

Mais être membre de l'AATF c'est aussi se signaler professionnellement, s'entraider, se distinguer grâce à l'échange et par la qualité des dialogues. C'est tisser des amitiés au fil des ans, des postes, des congrès, des rencontres et discussions, des difficultés, des idées des autres, des weekends d'immersion, des sorties ou voyages avec les élèves ou étudiants. Chaque membre de l'AATF et l'AATF elle-même forment donc une seule et unique force qui converge dans le même sens, l'échange, l'enrichissement, le soutien. Le rôle que jouent nos chapitres locaux, dans ce contexte, est prépondérant.

Aujourd'hui j'aimerais donc vous rappeler combien il est crucial de s'engager et de participer aux activités AATF locales. Ou même de leur donner une impulsion, un élan nouveau, une énergie renouvelée. Il est souvent difficile de trouver le temps de le faire, au vu des responsabilités toujours grandissantes qui nous incombent au travail et des soucis qui peuvent rendre notre vie bien intense. Mais je vous promets que, si ce n'est pas déjà le cas, les liens que vous formerez, ce que vous apprendrez de vos collègues, les alliances que vous bâtirez, le travail que vous fournirez pour aider les autres et pour défendre votre profession, la langue, les cultures que vous aimez et que vous enseignez, tout en vaudra la peine. La santé de nos chapitres locaux repose sur vous, sur nous toutes et tous.

Il y a plus de trente ans maintenant, deux de mes professeurs m'ont intimée de devenir membre de l'AATF, comme un devoir, alors que je commençais mon doctorat. Je remercie de tout coeur ces professeurs aujourd'hui disparus: Georges Joyaux, qui avait été Président de l'AATF, et Frieda S. Brown, elle aussi prof à Michigan State University. Tous deux m'ont transmis leur liberté de penser, leur passion d'enseigner et ils m'ont donné la force de croire en moi. Avec l'AATF, tous deux m'ont transmis la signification d'une mission, la bienveillance d'une association, la force des amitiés professionnelles d'une vie. Enfin, alors que mon mandat touche à sa fin, je remercie mon propre petit chapitre, celui de mon état, l'Alabama—vous m'avez toujours épaulée, vous m'avez poussée à faire mieux et de mon mieux, vous avez rendu mon enseignement meilleur, et vos amitiés m'ont touchée. Je suis fière de notre chapitre et de votre travail.

Grâce à notre belle profession, nous aidons les générations futures à mieux vivre et penser, à aider notre monde et le rendre meilleur. Mais constamment, il nous faut nous renouveler — qu'il s'agisse de méthodologie, de nouvelles approches et technologies, de nouveaux cours que nous offrons, de nouvelles lectures que nous voulons faire en classe. Encourageons nos collègues à devenir membres, ou à s'engager plus loin. Notre élan de renouvellement se trouve dans nos activités professionnelles, dans nos échanges en français, dans les liens humains que nous tissons, nos amitiés et nos relations professionnelles ainsi que les valeurs que nous défendons. C'est aussi ça, être membre de l'AATF. Alors, je le dis haut et fort,

#jesuismembre

Chaque membre de l'AATF et l'AATF elle-même forment donc une seule et unique force qui converge dans le même sens, l'échange, l'enrichissement, le soutien.



Catherine Daniélou

Présidente

[danielou@uab.edu]

Catherine Daniélou

DICTÉE AU CONGRÈS DE MARTINIQUE

Nous félicitons chaleureusement tous ceux qui ont participé et nos gagnants:

1. Roseline Berger (Virginia)
2. Randa Duvick (Indiana)
3. Nathalie Gorey (Maine
Denise Mahns (New York)
4. Anne Dumontier (California)
Susie Hennessy (California)
Ann Williams (Colorado)
5. Shelley Stein (Texas)
6. Fred Gitner (New York)
7. Lucie Austin (Maryland)
8. Janel Lafond-Paquin (Rhode Island)
9. Henriette Sindjui (Maryland)
10. Cathy Kendrigan (Illinois)



Winner Roseline Berger (l.) and Region II Representative Katy Wheelock.

AMAZON SMILE

The AATF has now signed up for an Amazon Smile link. Every time you make a purchase on Amazon, Amazon will make a donation to the AATF at no additional cost to you. If you always start from our link at [<https://smile.amazon.com/ch/38-1718689>] when you log into your account, the funds will be automatically donated.

The AATF Executive Council made the decision to use any funds received through Amazon Smile to support the attendance of students planning to be French teachers at the annual convention.

Thank you for your support in this endeavor!

Be in Kahoot!s with the AATF



Don't miss out on the hottest event of National French Week (Nov. 1-7)—the AATF's Francophone Trivia Contest held via Kahoot! This contest is organized by the Connecticut and Colorado-Wyoming AATF Chapters and is open to all teachers across the nation. Any 7th-12th grade student whose teacher is an AATF member is eligible to compete. There is no fee to enter, and teachers arrange contest play in their classes when it is convenient for them. The Kahoot! consists of 25 questions in English which cover various aspects of the Francophone world. The top 25 scorers will advance to a Final Round, which will also be held via Kahoot!

Prizes: \$250—1st place
\$100—2nd–4th place
\$50—5th–10th place

The teacher of the top scoring student will also win a free AATF membership for 2019.

Stay tuned for an announcement with the contest website & instructions, as well as a webinar to further explain the contest and answer your questions.

NOW AVAILABLE ON-LINE PAYMENT

www.frenchteachers.org

- Pay online for membership
- Outstanding Senior Awards
- Materials
- *Société honoraire de français*

(special member prices available for most materials)

WHAT'S NEW IN THE FRENCH REVIEW?

VOL. 91.1 (OCTOBER 2018)

- “Prizing French Literature: The Novel in 2017” (Cloonan)
- “The Year in Poetry 2017: Mapping Time and Space” (Stout)
- “Bloc-notes culturel 2017: décomposition et nouvelles lignes de fracture” (Dalle)
- “Grimod de la Reynière, du guide gastronomique à la géographie du désir” (Sipe)
- “The Poetics of the Self in C.R.A.Z.Y.” (Moon)
- “Intégration des réseaux sociaux dans les cours de langue: justifications et mises en garde” (Knisely)
- “Picturing the Other: Teaching Migration and Community with Aki Kaurismäki’s *Le Havre*” (Holst-Knudsen)
- “Getting Engaged in Paris: Exploiting Writing to Learn in Short-Term Study Abroad” (Lohse)
- “*Le rouge et le noir* and the Fairy Tale: Motifs and Affinities” (Rangarajan)
- “Long-term Travel and the Notion of Home: The Case of Alexandra David-Néel” (Barsoum)
- “La fragmentation de l’espace et l’altérité culturelle dans *Bintou* de Koffi Kwahulé” (Mamah)
- “Literary Tourism and *La maison de Colette*: An Interview with Frédéric Maget” (Engelking)

DOSSIER PÉDAGOGIQUE

- “*Fauteuils d’orchestre / Avenue Montaigne*” (Danièle Thompson, 2006) (Prevots) [on website]

Message de la secrétaire générale

CONGRÈS À PHILADELPHIE

L'AATF tiendra son 92^e congrès annuel à Philadelphie du 14 au 17 juillet 2019. Pour la deuxième fois, nous nous réunirons au Sheraton Society Hill. L'hôtel est bien situé au cœur des quartiers historiques. Nous travaillons avec le chapitre local de Philadelphie afin de planifier un programme de qualité et des excursions et activités intéressantes.

Si vous voulez soumettre une proposition pour une intervention, le thème du congrès sera «Le français à Philadelphie: Interculturalité dans la ville de l'amour fraternel». Le formulaire de proposition se trouve en ligne à [www.frenchteachers.org/convention/proposal/].

Nous enverrons régulièrement des mises à jour sur le congrès par voie électronique et sur le site web. Dans quelques semaines, nous créerons également une page Facebook où les participants peuvent échanger des idées.

RECRUTEMENT ET COTISATIONS

Comme tous les ans, nous vous demandons de renouveler votre cotisation mais aussi de recruter vos collègues pour devenir membre de l'association. Les programmes auxquels vous avez accès sont nombreux: (1) les publications (*French Review* et *National Bulletin*); (2) le Grand Concours; (3) la Société Honoraire de Français et les Jeunes Amis du Français; (4) le congrès annuel, souvent en terre Francophone; (5) documents pédagogiques et promotionnels; (6) soutien des programmes en difficulté; (7) ressources internet et médias sociaux; (8) divers concours et compétitions; (9) un réseau de 70 chapitres locaux; et (10) de nombreuses récompenses et bourses pour professeurs et élèves.

Les cotisations des membres représentent la plus grande partie de nos revenus (et nous n'avons pas augmenté les frais de cotisation depuis plus de 10 ans), et des effectifs qui augmentent nous permettent de poursuivre notre mission.

Donc renouvelez bientôt votre cotisation. Rappelez à vos collègues de faire pareil. Mais surtout parlez à vos collègues, aux étudiants, aux stagiaires qui ne nous connaissent pas et encouragez-les à faire partie de l'AATF.

S'il y a une activité organisée par l'AATF qui vous intéresse, dites-le-nous. Les chapitres et les commissions (see page 6) sont toujours à la recherche de volontaires. Pensez à devenir *Future Leader* (see page 39). Inscrivez vos élèves au Grand Concours, organisez un chapitre de la Société Honoraire de Français (see page 38) ou participez au Congrès de Philadelphie.

AUTRES CONGRÈS

Si vous assistez au congrès d'ACTFL qui aura lieu à la Nouvelle Orléans en novembre, passez au stand de l'AATF. Au printemps nous serons présents aux congrès régionaux de Northeast Conference (New York), de Central States (Columbus, OH), de SCOLT (Myrtle Beach) et de SWCOLT (Fort Worth). Nous aurons toujours un stand et souvent une ou plusieurs interventions au nom de l'AATF. Nombreux de nos chapitres organisent également des activités lors des congrès d'état. Soyez des nôtres.

REMERCIEMENTS

Je tiens à remercier tous les volontaires qui permettent à l'AATF de vivre, d'évoluer et de toujours être en bonne santé. Nos officiers de chapitre sont sur le terrain et toujours à l'écoute des professeurs. Participez aux activités qu'ils organisent. Portez-vous volontaires aussi. Profitez des liens et du réseau de soutien que vous avez tout près.

Le Conseil d'administration de l'AATF travaille tout le long de l'année afin de veiller aux besoins des enseignants et à la poursuite de notre mission. Les Présidents des Commissions organisent des projets qui répondront aux attentes des professeurs.

Le personnel du bureau sont la voix de l'association que vous entendez au

bout du fil. Lindsey Gibson, l'assistante administrative, veille à ce que tout marche bien au bureau national. Christy Brown s'occupe avec dévouement de la Société Honoraire. Et notre nouvelle arrivée April Anthony se lance dans l'entrée des cotisations dans la base de données. L'AATF ne pourrait pas fonctionner sans le soutien de toutes ces personnes. Tout simplement, merci!

Jayne Abrate

Secrétaire générale

[abrata@frenchteachers.org]



SURF THE WEB

Visit the AATF website at
www.frenchteachers.org

All the latest information on:

- National French Week
- *Société Honoraire de Français*
- *Jeunes Amis du Français*
- *French Review*
- National French Contest

2018 AATF Commissions

Commission on Advocacy

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Fairleigh-Dickinson University
Teaneck, NJ
Email: [kathysteinsmith@gmail.com]

Commission on Cinema

Joyce Beckwith, Co-Chair [2019]
Email: [mmejyob@aol.com]

Dolliann Hurtig, Co-Chair [2019]

Louisiana Tech University
Ruston, LA
Email: [dhurtig@latech.edu]

Commission on Cultural Competence

Martha Behlow, Co-Chair [2020]
Geneva Community High School
Geneva, IL
Email: [mbehlow@geneva304.org]

Sheila Conrad, Co-Chair [2020]

Bettendorf High School
Bettendorf, IA
Email: [sconrad@bettendorf.k12.ia.us]

Commission on FLES*

Karen Campbell Kuebler, Chair [2020]
Towson University (MD)
Email: [kkcdanser@verizon.net]

Commission on French for Specific Purposes

Deb Reisinger, Chair [2018]

Duke University
Durham, NC
Email: [debsreis@gmail.com]

Commission for the Promotion of French

Justin Frieman Charles, Chair [2019]

Round Lake High School
Round Lake, IL
Email: [justinfrieman@yahoo.com]

Commission on Middle Schools

Janel Lafond-Paquin, Chair [2018]
Rogers High School
Newport, RI
Email: [madamep51@hotmail.com]

Commission on Student Standards

Rebecca Fox, Chair [2018]
George Mason University
Fairfax, VA
Email: [rfox@gmu.edu]

Commission on Technology

Catherine Ousselin, Chair [2019]
Mount Vernon High School
Mount Vernon, WA
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CALL FOR PROPOSALS 2018 CONVENTION IN PHILADELPHIA

The online call for proposals for the 2019 AATF convention, to be held July 14-17 at Sheraton Society Hill in Philadelphia has been posted on the AATF website at [www.frenchteachers.org]. Proposals will be accepted until **December 1, 2018**. The theme for this year's convention is "Le français à Philadelphie: Interculturalité dans la ville de l'amour fraternel." Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

AATF Outstanding Chapters

Large Chapter

1 st place	8.7% increase	Maryland
2 nd place	8.5% increase	New Jersey
3 rd place	6.6% increase	Eastern Massachusetts
Honorable Mention	6.5% increase	Ohio

Small Chapter

1 st place	62.5% increase	Susquehanna
2 nd place	20.3% increase	Maine
3 rd place	19.4% increase	Colorado/Wyoming
Honorable Mention	16.1% increase	Tennessee

Boursiers 2018

Summer Scholarship to Belgium

Solace Amankwah, Central New York Chapter
Alexandria Divadkar, Eastern Massachusetts Chapter

Summer Scholarship to France

Harpreet Malhi, New Jersey Chapter

AATF Walter Jensen Scholarship for Study Abroad

Jona Lieberman, nominated by Ioanna Chatzidimitriou

AATF Professional Development Scholarship

Scott Avena, Westchester NY Chapter
Meghan Chance (NY)

Convention Travel Awards

Lynn Johnston, Washington/Alaska Chapter
Ilse Norris, Minnesota Chapter

2018 Executive Council

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Margarita Dempsey, Region I (New England) Representative [2020]
Smithfield High School
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Smithfield, RI 02917
Email: [mbdempsey11@gmail.com]
Chapters: CT, Eastern and Western MA, ME, NH, RI, VT

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Chapters: Metropolitan, Nassau, Suffolk, Westchester, NY, Central NY, Hudson Valley, Pays du Nord, Rochester, Western NY, New Jersey

Katy Wheelock, Region III (Mid-Atlantic) Representative [2019]
1325 S Dinwiddie Street
Arlington, VA 22206
Email: [katywheelock@yahoo.com]
Chapters: Central PA, DE, MD, Northeastern PA, Northern VA, Philadelphia, Susquehanna, Western PA, VA

Deanna Scheffer, Region IV (South-east) Representative [2018]
Saint Augustine High School
3205 Varella Avenue
Saint Augustine, FL 32084
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Daniel Noren, Region V (East Central) Representative [2019]
Languages & Literatures
Ferris State University
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Email: [danielnoren@ferris.edu]
Chapters: Detroit, IN, Northwest IN, KY, MI, OH, TN, WV

Sheila Conrad, Region VI (West Central) Representative [2020]
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Bettendorf, IA
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Chapters: Chicago, Kansas City, St. Louis, Downstate IL, IA, MN, WI

Marie Schein, Region VII (South Central) Representative [2019]
Texas Christian University
2800 S University Drive
Fort Worth, TX 76129
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Susie Hennessey, Region VIII (South-west) Representative [2020]
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Chapters: AZ, HI, NM, NV, Northern CA, San Diego, Southern CA, UT

Catherine Ousselin, Region IX (Northwest) Representative [2018]
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Mount Vernon, WA 98273
Email: [catherineku72@gmail.com]
Chapters: CO-WY, ID, MT, ND, OR, SD, WA/AK

CELEBRATE NATIONAL FRENCH WEEK
NOVEMBER 1-7, 2018

Highlights of the 91st Annual AATF Convention in Martinique

The 91st annual AATF Convention was held July 18-21, 2019 at La-Pointe-du-Bout, Martinique and had as its theme, “Créolité et environnement aux Antilles Francophones.” It was the third time we have held our annual convention in *l’Île aux Fleurs*.

The Executive Council met one day prior to the convention on July 17. In addition, the eighth Future Leaders Fellowship Program with six participants was also held under the able direction of Janel Lafond-Paquin (page 39).

On July 15-16-17, a group of more than 40 participants attended pre-convention seminars organized by Vámonos Tours. Lectures in the morning were followed by activities or excursions. The group on Sunday, July 15 had the remarkable experience of being in Martinique when



Martiniquais reveling in France's World Cup Victory

the French team won the World Cup, and they were able to witness the final day of the *Tour de Martinique*. On July 17, a group of 40 participants headed toward the north of the island on an excursion to Saint-Pierre, organized by CaribCongrès.

The convention opened officially on Wednesday, July 18 at l’Hôtel La Batelière. AATF President Catherine Daniélou welcomed attendees. Following her remarks, she then introduced Madame Karine Mousseau, *Directrice du Comité Martiniquais de Tourisme*, who spoke and answered attendees’ ques-



Pre-convention workshop attendees enjoying a game

tions on the history and culture of Martinique.

Immediately after the opening *séance plénière*, more than 300 enthusiastic *congressistes* attended the Welcome Luncheon. It was held overlooking the Caribbean where everyone could get a view of the beautiful tropical surroundings.



Karine Mousseau

The next three days were full days of sessions, many highlighting the theme of the convention. During the lunch breaks, members were able to visit our exhibitors who were located near AATF registration at the Hôtel Bakoua



Our beautiful welcome luncheon view

(see the exhibitor page on the AATF website [www.frenchteachers.org]),

and a raffle was organized there on Friday morning. Sessions were held in four nearby hotels, and lunches rotated between the Hôtel Carayou, the Bakoua, and the Hôtel Bambou. Members also participated in the twelfth annual *Dictée* organized by President Catherine Daniélou (See the list of winners on page 4). On Friday evening, the American Society for the French Academic Palms held a reception for its members at the Hôtel Bambou.

In addition to sessions, attendees were also able to explore the surrounding community with short excursions to



Session participants listen attentively

Le Musée de la Canne/Musée de la Pagerie, La Savane des esclaves/ le Village de la Poterie, and l’Habitation Clément. In addition, France Langue organized a series of pirate-themed Walking Tours in Fort-de-France, each followed by a reception. All money generated from the Walking Tours will be awarded to an AATF member in 2019 along with a scholarship to travel to a France Langue program.

The Saturday luncheon also served as our Awards Luncheon where those receiving special recognition for their achievements in 2018 were honored. These included our outgoing Executive Council member: Abbe Guillet (Region

The walking tour pirate



II Representative) who will finish her term on December 31, 2018. We also welcomed two new honorary members, Olivier De La Houssaye from CaribCongrès who was instrumental in the organization of this convention, and noted Martinican author Raphaël Confiant.

Among the award recipients were Cathy Kendrigan (IL) and Ann Williams (CO) who received the 2018 AATF Dorothy S. Ludwig Excellence in Teaching Awards at the secondary and post-secondary levels, respectively (see page 27). Outstanding Chapters for 2018 (see page 6) and Outstanding Chapter Officer Jon Shee, Connecticut Chapter (see page 26), were recognized. We also honored the second recipient of the Rebecca & Jean-Paul Valette AATF Legacy Award, Mary Townsend (see page 25) and the winner of the AATF / Concordia Language Villages Outstanding Administrator Award, James Knight (Malone Middle School, NY, see page 26).

On Saturday afternoon, the Assembly of Delegates met for an informational meeting. A subsequent Webinar was held, followed by online voting, to enable more chapter representatives to participate. Executive Director Jayne Abrate had to miss the Delegate As-



Musée de la Pagerie

sembly to participate in an interview on Radio Caraïbes International. Another interview took place the next day with Martinique 1ère.

On the final evening, attendees were treated to an unforgettable Barbecue Bo-Kaï organized by *le Comité Martiniquais de Tourisme* at the *Village de la Poterie*. As participants got off the buses and headed down the path to

the restaurant, they were welcomed by *Les Hommes d'Argile* holding torches. The group later performed some of their *tableaux vivants* as well. Traditional music was provided by a local band, and the entertainment even included a poetry slam. It was a perfect ending to an amazing convention.

Following the official events, another



Les Hommes d'Argile

group of 40 participants participated in the excursion to the north of the island. More than 50 people, either with the group or individually, headed off to visit neighboring Guadeloupe (see page 10).

We would like to thank the following individuals whose help was invaluable in organizing the convention: Olivier De La Houssaye, Thierry Blanc, and Krystel Le Negaret from CaribCongrès who helped arrange the hotels, the airport transfers, the venues, the transportation, the Nord Plantation and Guadeloupe excursions, and made sure things ran smoothly on site. They also organized the half-day excursions. Many commented on the outstanding guides for these visits, and the guides were equally impressed with the knowledge and curiosity of attendees. The *Comité Martiniquais de Tourisme* and the Martinique Promotion Bureau in New York again helped throughout the process with information, contacts, speakers, and a wonderful closing event. Our gratitude goes to Madame Karine Mousseau for her participation in the opening session, Muriel Wiltord and Valérie Vulcain in New York, and the whole team who welcomed us. Jorge Pardo and Michael Lo Presti of Vámonos Tours and their team did a masterful job organizing the

pre-convention seminars and working around the logistical nightmare of the World Cup final and the Tour de Martinique. David Sampère and his team from France Langue made possible the imaginative Walking Tours which showed Fort-de-France in a completely different light. Finally, our thanks to Vista Higher Learning for sponsoring the badges.

In short, the 331 participants were able to enjoy 121 sessions, including several exhibitor sessions and commission sessions, 8 exhibit booths, two raffles, and several unique excursions and activities. The AATF would like to thank the staff members who helped make the convention such a success, Lindsey Gibson and April Anthony, as well as Christy Brown who helped us throughout the process of planning and running the convention. Staff members were aided in their work by all the members of the Executive Council (see page 7) and the personnel of the four meeting hotels. The AATF would like to thank the speakers, exhibitors, and sponsors without whom the convention could not have happened.

We invite everyone to join us in 2019 as we visit Philadelphia.

Jayne Abrate

[jabrate@frenchteachers.org]

Executive Director



Participants enjoying lunch

Excursion en Guadeloupe

Département et région d'outre-mer, les premiers habitants de la Guadeloupe l'appelaient Karukera, «l'île aux belles eaux». Elle est composée de deux îles distinctes, Basse Terre et Grande Terre, séparées par un bras de mer étroit à la mangrove luxuriante, qui forment les deux ailes d'un papillon. La première est bordée par la mer des Caraïbes à l'ouest, et abrite au sud le volcan de la Soufrière qui culmine à plus de 1460m et le parc national. La deuxième île, Grande Terre, regarde au-delà de l'océan Atlantique vers la métropole qui se situe à 6000 km. Pour comprendre la diversité et en apprécier la culture, voici 3 étapes essentielles pour un mini séjour de 24h.

Première étape: le Mémorial ACTe

Le voyage commence au Mémorial ACTe (MACTe), le centre



caribéen d'expressions et de mémoire de la traite et de l'esclavage. C'est un lieu unique et incontournable pour celui ou celle qui s'intéresse aux Antilles.

Inauguré en 2015, il est construit sur l'ancien site de la plus importante usine sucrière des Petites Antilles, Darboussier. L'architecture de cet édifice est tout aussi symbolique que son lieu, le bâtiment est composé de deux éléments: une boîte noire recouverte de résille argentée. L'un rend un hommage symbolique aux victimes de la traite et de l'esclavage, l'autre symbolise les racines du figuier maudit qui évoquent à la fois la quête du passé et la construction d'un nouvel humanisme fondé sur la réconciliation des peuples. Cette symbolique fait écho à la mission du MACTe qui offre au visiteur 3 espaces.

L'exposition permanente retrace l'histoire de l'esclavage de l'Antiquité à nos jours à partir de documents, d'objets et d'enregistrements audio. On y découvre non seulement les luttes et les combats sanglants qui ont conduit à l'abolition de l'esclavage, mais aussi le destin particulier de la Guadeloupe, qui contrairement à la Martinique a connu deux abolitions.

Le décret du 4 février 1794 (16 pluviôse de l'an II) qui abolit l'esclavage dans toutes les colonies françaises se heurte au traité de Whitehall (19 février 1793) signé entre l'Angleterre et les grands propriétaires des îles françaises. Dans ce document, les Britanniques s'engagent à maintenir l'esclavage dans les îles en échange des taxes sur la canne à sucre. Victor Hugues est envoyé par la Convention en Guadeloupe, alors occupée par les Anglais, pour libérer les esclaves et faire respecter le décret de l'abolition. Après huit années de liberté, Napoléon envoie des troupes pour rétablir l'esclavage. Malgré de violents combats menés par Louis Delgrès et Joseph Ignace

l'esclavage est rétabli en Guadeloupe en 1802. Mais à Saint Domingue l'armée échoue, l'île proclame son indépendance en 1804 et prend un autre nom, Haïti. La Martinique, qui n'a pas connu ce vent de liberté, redevient française après avoir été sous contrôle britannique. Il faudra attendre 1848 et l'action menée par Victor Schœlcher pour que l'esclavage soit définitivement aboli en France.

Le deuxième espace est un centre de recherche généalogique qui permet aux Antillais d'en savoir plus sur leur filiation et leurs ancêtres et enfin un troisième espace d'exposition temporaire. Ce dernier accueille «Zoos humains, l'invention du sauvage» du 29 juin au 30 décembre 2018. Le commissaire n'est autre que Lilian Thuram, footballeur professionnel à la carrière prestigieuse (champion du monde en 1998, champion d'Europe en 2000) et dont la fondation d'éducation contre le racisme porte le nom.

Deuxième étape: Le Fort de l'Épée

Ce bâtiment imposant construit selon les plans de Vauban est un des lieux de la résistance guadeloupéenne. Situé sur les hauteurs de la ville de Gosier, il surplombe la baie de Pointe-à-Pitre. Occupé par les Anglais qui voulaient maintenir une société esclavagiste, le fort est attaqué en 1794 par des esclaves libérés menés par Victor Hugues. Leur victoire scellera la première abolition. Cet édifice fait partie des 18 sites de La Route de l'Esclave qui permet tant aux Antillais qu'aux visiteurs de découvrir les traces et les lieux liés à la mémoire de l'esclavage. Porté par l'UNESCO et le Conseil Général de la Guadeloupe ce circuit propose un itinéraire varié et riche.

Troisième étape: Petite Terre

Située à une dizaine de kilomètres au sud de Grande Terre, la réserve naturelle de Petite Terre, surnommée «l'île aux iguanes», offre à ses visiteurs un spectacle inoubliable tant sous l'eau que sur le sable. Le lagon aux eaux turquoise abrite des raies, des requins citron inoffensifs, des crustacés et de nombreux poissons exotiques. Bien que l'on puisse parfois apercevoir des dauphins, les tortues vertes et imbriquées viennent très souvent séjourner dans les herbiers du lagon. En se dirigeant vers le phare construit au XIX^e siècle, on peut apercevoir des iguanes antillais, une espèce protégée, dont le tiers de la population mondiale réside sur l'île. Notre séjour touche déjà à sa fin.



Pourquoi ne pas prendre le temps de revenir et de rester plus longtemps afin de découvrir tout ce que la Guadeloupe peut offrir?

La Guadeloupe est un lieu authentique où nature, héritage historique et culturel cohabitent sereinement et dont les îles environnantes (Petite Terre, Marie Galante, Les Saintes ou La Désirade) offrent aux visiteurs une perspective unique sur les Antilles françaises. À chaque île son identité intimement liée à l'histoire de la région. A seulement quelques encablures en bateau du «papillon» les dépendances ont su préserver la beauté de leurs sites naturels, leurs traditions culinaires et un accueil chaleureux. Au-delà des paysages de cartes postales, la Guadeloupe est aussi un lieu de mémoires tourné vers l'avenir à travers le Mémorial et le projet La Route de l'Esclave qui s'inscrivent dans une volonté d'éducation à la tolérance. On peut noter que l'Assemblée Nationale vient de voter à l'unanimité la suppression du mot «race» dans la constitution française.

Merci à l'AATF d'avoir organisé cette excursion en Guadeloupe.

Sandrine Collomb

Interlake High School, WA

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Resources

Pour aller plus loin, voici des ressources à explorer avec vos élèves:

Mémorial ACTe

Textes:

[www.1jour1actu.com/france/lilian-thuram-te-parle-du-racisme/]

[www.liberation.fr/debats/2018/07/10/supprimer-le-mot-race-de-la-constitution-oui-mais_1665506]

[www.courrierinternational.com/revue-de-presse/vu-de-letranger-suppression-du-mot-race-dans-la-constitution-mesure-plus-polemique]

[<http://instantfle.fr/le-mot-race-supprime-de-la-constitution/>]

Vidéos:

[<https://my.unicef.fr/contenu/cecile-et-kevin-des-dessins-animes-sur-le-droit-la-difference>]

[www.youtube.com/watch?v=LFpxsJijmL8] entretien avec Lilian Thuram

La Route de l'Esclave:

Vidéos

[www.youtube.com/watch?v=dHs7e-prHVC] le Fort Fleur de l'Épée

[www.youtube.com/watch?v=z7p1rG3lsKA] La route de l'Esclave, présentation générale

Podcast

[www.europe1.fr/emissions/aujourd-hui-dans-l-histoire/27-avril-1848-labolition-de-lesclavage-en-france-3312701] Abolition de l'esclavage en France

Tourisme en Guadeloupe

[www.horizon-guadeloupe.com/] blog de voyage sur la Guadeloupe très complet avec textes abordables et de nombreuses photos

Vidéos:

[www.youtube.com/watch?v=nLb7p7-9YXQ] Notes de voyage

[www.youtube.com/watch?v=eTOilRTDjWY] Thalassa les Saintes

Virginia Teachers Visit Partner Schools in France

Three Virginia AATF Chapter members, Shannon Carr, Lindsey Langett, Heidi Trude and AATF Northern VA member, Katy Wheelock, were awarded scholarships through the Virginia Department of Education (VDOE) to fund travel by the Virginia Sister School Project Leaders to visit their partner schools in France. These awards were granted in recognition of the value of the Sister School Partnerships established through a Memorandum of Understanding (MOU), VDOE, and *l'Académie de Reims*. Since 2012, Virginia has partnered with *l'Académie de Reims* in France to provide an International Sister School Partner Program. The April 2018 site visit with Dr. Lisa Harris, Virginia Specialist for Foreign Languages, included joint activities with the Virginia and Reims partner school leaders, a school visit to their partner schools, and professional development activities organized by the French Ministry of Education. More information about establishing a partnership with a French school can be found here: <http://frenchlanguagek12.org/french-foreign-language/school-pairing>. For more information on Virginia's international partnerships see [www.doetest.virginia.gov/instruction/international_education/international_mou/index.shtml].



**PHILADELPHIA
AATF CONVENTION**

July 14-17, 2019

Classroom Activity

Vocabulary Anagrams

I wanted to do a vocabulary activity that was a bit more challenging for my students, and I think being able to solve anagrams is an older way of thinking that maybe these young students are not used to. I wanted the puzzle-solver students to have their moment to shine, and by placing them in teams, those who aren't the fastest at solving puzzles can still participate and have fun. I noticed that they enjoyed Kahoot!'s jumble during other lessons, and so I knew just one jumbled word would be a challenge.

First, I divided my class into 8 teams (4 students in each group), and numbered them teams 1-8. I then took the current vocabulary list and chose 12 words from it. I arranged the words in an Excel spreadsheet under column Vocab, and added other columns: Team 1, Team 2, Team 3, etc. Next, I used an anagram tool from the web and put each word into the anagram generator [www.dcode.fr/anagram-generator]¹—I copied that anagram into Team 1's word 1 column. I continued with each word until I had anagrams for all 12 words for Team 1. Then I copied the anagrams into different positions in Teams 2-8, so no group should have been working on the same anagram at the same time. I took colored cardstock/paper and wrote Team 1's anagrams on 12 pieces of paper. These sheets were labelled 1-12 so the students knew how quickly they were moving through their pile. I chose a different color for each team and copied out all their anagrams. I kept the 8 stacks of colored cards on my table and the groups were spread out around the room. When I called "Go" a runner came up and grabbed their colored card #1 and took it back to their team. They attempted to figure it out—either with a vocabulary list or without. When they deciphered the answer, they ran back up to me to tell me their color and card number. They also needed to pronounce the word and say its meaning in English. If they were correct, they could take card #2. The first team to complete all 12 cards was the winner. I had the Excel cheat-sheet, so I knew all the answers.

The students enjoyed working with a team and working at their own pace within their groups. The rush of competitiveness as they cycled through the cards and being out of their seats added to the excitement. I think it helped them remember the vocabulary because they were looking for certain letter combinations, which helped them with spelling. I did repeat this activity and used whiteboards, which allowed students to write out the word. It was quieter with the whiteboards, and other students didn't overhear when they ran up. I hope your students enjoy this as much as mine do.

Camilla Cohn

Simpson Middle School, GA

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8 cards of anagrams

VISIT THE JNCL WEBSITE
www.languagepolicy.org

2018 EXEMPLARY PROGRAMS

Exemplary With Honors

Boiling Spring High School, Boiling Springs PA
 AATF member: Michael Bogdan

Exemplary

Montville Township High School, Montville NJ

AATF member: Julia Koch

Onalaska High School, Onalaska WI

AATF member: Brian Wopat

Watauga High School, Boone NC

AATF member: Heather Tedder

Wausau West High School, Wausau WI

AATF member: Kara Torkelson

**SEE YOU IN
 PHILADELPHIA!**

July 14-17, 2019

Chapter News

Connecticut

The Connecticut Chapter webinar series offered by board member Edouard Smith will happen again this year and is available to all AATF members across the country. Webinars will broadcast and links to the recorded webinars are available at [www.aatfct.org]. See page 32 for more information.

Pays du Nord

Past-President of the chapter, David Graham, received a grant for the chapter from the Champlain Valley National Heritage Partnership. The project was entitled, *Du combat au travail*, and involved area high school French students to create and perform a program of traditional Québécois songs with singer/songwriter, Josée Vachon, at the historical Fort Chambly in Québec. This project required collaboration on the part of members Margaret Leone (SUNY Plattsburgh), Cara Atkinson (Lake Placid CSD), Theresa Figoni (Saranac CSD) and SUNY Plattsburgh BA/MST French/Music student, Emily Mero. Local music studio owner, Wandy Haby, also led a group of her private students to participate. With the help of museum curator, Christian Fortin, the entire group performed a concert for 75 Québécois elementary students at the Fort in May. This project not only featured their own members and students but helped to strengthen relations with our Francophone neighbors north of the border. Enjoy watching the students perform (20:56-23:30): [https://video.mountainlake.org/video/june-8th-2018-v12kqx/]

Suffolk

As it does each year, the chapter hosted a poetry contest, organized by Marianne K. Herbs. Before the actual day, students submitted original poetry and calligrams. The event was attended by six school districts, and more than 60 students participated. Students from grades 7 thru 12 recited from memory and were treated to gift bags from National French Honor Society members. At the end of the afternoon, certificates and prizes were awarded.

Western MA/VT

Le samedi 7 avril, le chapitre s'est réuni à Mount Holyoke College avec une trentaine de professeurs de français de tous les niveaux, y compris les personnalités légendaires de la francophonie de notre région: Nicole Vaget, Nancy Holden-Avard, Samba Gadjigo, Jean-Pierre Berwald et Rhonda Tarr.

La journée a commencé par un accueil du président, Richard Monahan, qui prend le relai de la présidente Johanna Gardner. Après cinq ans de service fidèle comme présidente, Johanna va continuer son service au groupe comme trésorière. Nancy Holden-Avard, vice-présidente du chapitre, a fait des merveilles pour organiser tout le programme.

Kathleen Turner, professeur de français à Sharon High School et présidente de la Massachusetts Foreign Language Association a présenté un atelier sur «Les Activités vraiment communicatives». La mise en action de cette méthodologie nous a permis de faire connaissance les uns avec les autres et va certainement enrichir nos propres cours de français. Richard a parlé de son expérience l'été dernier comme boursier aux Universités du Monde à Nice parmi une cinquantaine de professeurs du FLE du monde entier. Samba Gadjigo, professeur de français et de littérature africaine et chef du département de français à Mount Holyoke College (MHC), a parlé du Sénégal et de la vie d'Ousmane Sembène et de son œuvre cinématographique. Après le déjeuner, Professeur Gadjigo nous a présenté son documentaire *Sembène!* dans la compagnie des étudiantes de MHC. Il a partagé avec nous les moments inoubliables de son amitié avec ce cinéaste sénégalais révolutionnaire.



Rhonda Tarr, Jean Pierre Berwald et Ryan Boeding

Bourses d'été 2019

Nous attirons votre attention à nos bourses d'été et vous encourageons à proposer vos élèves ou étudiants à faire une demande. Pour de plus amples précisions, voir l'annonce sur notre site web [www.frenchacademicpalms.org/scholarships.htm].

L'ASFAP (The 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 2019, que notre société subventionne grâce à la générosité des membres, montent à \$4,000 chacune. Les critères et les formulaires de demande se trouvent actuellement sur le site Web d'ASFAP. La date limite pour la remise des dossiers est le 15 janvier 2019. Pour tout renseignement supplémentaire, veuillez-vous adresser à Madeline Turan, [madeline.turan@gmail.com].



Members' Notes

Eileen Walvoord (Chicago/Northern Illinois) has been promoted to the rank of *Officier* in the Order of the French Academic Palms. *Attachée Culturelle Adjointe* Marine Reufflet presented Eileen's medal at the chapter's spring program.

Kathy Stein-Smith (NJ) received the Educational Opportunity Fund (EOF) Outstanding Educator Award from Fairleigh Dickinson University, Metropolitan Campus.

The Central New York Chapter congratulates **Richard Ernst**, a teacher at Eagle Middle School in the Fayetteville-Manlius School District, on winning one of NYSAFLT's most prestigious awards: The Ruth E. Wasley Distinguished Teacher Award K-12. During his acceptance speech, Richard spoke of his passion for language teaching, the innovations that technology has brought to his practice, and the importance of professional organizations through his career.

Félicitations à **Rebecca et Jean-Paul Valette** (MA) qui viennent de publier leur deuxième livre sur l'art amérindien du Sud-Ouest. Intitulé *Navajo Weavings with Ceremonial Themes: A Historical Overview of a Secular Art Form*, ce livre est l'apogée de plusieurs années de recherche. Le 10 mai, au French Cultural Center à Boston, ils ont donné une conférence sur ce livre avec la participation de Shelley Lowe, Directrice Executive du programme amérindien à Harvard University. M. Valéry Freland, *Consul Général de France à Boston*, a assisté à cette soirée. Suite à leur conférence, il y avait une réception dans la galerie où les invités pouvaient admirer une exposition de leur collection privée des tisserands Navajo. Les Valette ont l'intention de faire don de leur collection au Musée Heard à Phoenix, une institution dédiée à la conservation de l'art amérindien du Sud-Ouest.

Rochester NY Chapter executive board member **Ariane Baer-Harper** has accepted a position to head a bilingual IB school in Senegal.

UMass Dartmouth Chancellor Professor Emeritus Awarded Highest French Honor

Dr. Mel B. Yoken received the French Legion of Honor award for his lifetime work in French language and literature

On May 21, 2018, University of Massachusetts Dartmouth Chancellor Professor Emeritus Dr. Mel B. Yoken was presented France's highest honor for his career studying French language and literature. Dr. Yoken received the French Legion of Honor award from Consul General of France Valéry Freland on behalf of French President Emmanuel Macron at the *Résidence de France* in Cambridge.

"This award brings me even closer to France," Dr. Yoken said. "This country has given me so much. I met my wife of 42 years at an American Association of French Teachers conference and have met people and made friends all over the world due to my connection to the French language."

The Legion of Honor award was created by Napoleon in 1802.

Dr. Yoken retired from teaching French language and literature at UMass Dartmouth but is still actively helping students studying French and is the director of the Boivin Center of French Language and Literature as well as the current program chair and former president of The Claire T. Carney Library Associates. "I'll be doing this forever," he said.

Dr. Yoken began his career in teaching in 1966 at UMass Dartmouth, then called Southeastern Massachusetts Technological Institute, and has been with the institution for 52 years. Yoken states that he has directly taught and interacted with over 16,000 students at UMass Dartmouth and many still contact him decades after they graduate.

The French Legion of Honor is awarded to select individuals who have

made an impact on France and French culture. During the Consul General's speech, he extolled Yoken's devotion to teaching the French language, culture, and literature, as well as his work in exchange programs, his prolific career as a writer dealing with French subjects, and his tremendous support and promotion of the French language.

Dr. Yoken is an honorary lifelong member of the Academy of American Poets and the American Association of French Teachers. His voluminous archive of letters with French luminaries and others are featured at Brown University. Yoken has previously been honored by the Massachusetts Foreign Language Association, the American Association of Teachers of French, and the New York State Language Association.



(L to R.): Consul General of France Valéry Freland, Dr. Mel B. Yoken exhibiting the French Legion of Honor Medal, and his wife Cindy Yoken.

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Salut les Jeunes!

Review Should not be Painful

If we make the mistake of starting off class in September by announcing that we will need to review everything the students have forgotten over the summer, we will surely lose the attention of every child before we even begin! FLES teachers, however, are instinctively adept at luring their students into oral activities under the guise of games, all the while creating opportunities for lots of repetition without the students seeing it as “drill” (which has a negative connotation suggesting a trip to the dentist!) The activity described here can be simplified for the youngest language learners while still establishing linguistic structures needed for communication.

GRAND-MÈRE, PUIS-JE VENIR? When I was growing up a hundred years ago, we played “Mother, may I?” outdoors all the time. There are a number of varieties of this game from different cultures that can be modified for the classroom. Friends in France play the game with *grand-mère*. You will need one person to be *grand-mère* and the rest of the students line up at the other end of the room. If you have large classes, break into groups of five or six with a *grand-mère* for each. Nothing is really required to play in terms of props except for some dice, although my students relish anything with costumes, so I offer a cane, a gray wig and a shawl or apron for *grand-mère*. Since I am now a *grand-mère* myself, I can laugh at the stereotype of the old lady!

LINGUISTIC GOALS—Each of the statements in the dialogue can be used as a springboard for review of target structures or vocabulary. Younger students don’t need grammatical explanations as they will absorb the structures while playing the game.

- **PUIS-JE + INFINITIF**—Making this formula automatic will facilitate keeping the classroom in the target language when students are requesting anything: an object (a pencil) or asking to leave the room, to sharpen a pencil.
- **COMBIEN DE**—Expressions of quantity with DE will come more automatically once this form is well grounded.
- **LES CHIFFRES**—Numbers out of sequence need a lot more practice than we think. Even adults with a lot of French under their belts hesitate trying to calculate a bill or trying to write down a phone number when given to them orally.
- **LES MATHS**—Adding up the dice (*deux et trois font cinq*) creates the opportunity to use the proper form for addition. Use this format with older students to review subtraction, multiplication, or division as well.
- **MANNERS**—Americans tend to be more socially casual, but good manners are expected of everyone in France, adults and children, when addressing someone in a shop or even asking for directions: *Bonjour, madame, merci, Grand-mère*.
- **VOCABULAIRE DE LA FAMILLE**—This game provides an easy transition into family vocabulary review. If you use “Le Petit Chaperon Rouge” with the little ones, this is perfect timing for looking at terms for family members as you explore the story.
- **LES DIRECTIONS**—This activity can be a starting point for introducing or reviewing expressions for following directions: *à droite, à gauche, tout droit, en arrière*
- **LES ADJECTIF POSSESSIFS**—More advanced students can use this to begin a review of possessive adjectives: *mon, ma, mes*, etc. For the younger ones, an established expression (*mon enfant*) does not need to be analyzed, just used in familiar situations. Analysis can come later.

COMMENT JOUER

Grand-mère takes her place at one end of the room with the rest of the students at the other end. In the classic “Mother, may I?” game, the mother gives instructions with her back turned so she doesn’t know who is approaching. Here, however, the dice determine the number of steps, so it’s by pure chance. Thus she faces the group. Decide in advance what kind of steps the students will use (*pas de bébé* or *petit pas*—baby step, *pas de fourmi*—ant step—even smaller, *pas de géant*—giant step, *pas de parapluie*—step with a twirl, *sauter*—hop, or invite students to create other types of steps for each game). Each student takes a turn to ask for permission to come. Winner is the first to reach *la grand-mère*, and the winner becomes *Grand-mère* for the next game. To modify the game to make it easier for younger students, reduce the dialogue to the basics: *Puis-je venir, Grand-mère? Lance les dés, Grand-mère. Sept pas.* Use only *un dé* for the children who are just learning to count. For older students, keep the complete dialogue with choral parts for the rest of the group, and have *Grand-mère* calculate the numbers on the two dice faces out loud to determine number of steps. Add *Prends ... pas en arrière* when doubles are thrown. Make *le double un* (“snake eyes”—double ones) the worst possible throw, sending the child back to the starting line: *Rentre chez toi!*

ENFANT: *Puis-je venir, Grand-mère, s’il te plaît?*

GRAND-MÈRE: *Mais oui, mon enfant.*

TOUT LE MONDE: *Lance les dés, Grand-mère!*

(This can be left out to simplify, but it keeps the group engaged)

ENFANT: *Combien de pas?*

(You can leave this out for younger students)

GRAND-MÈRE: (Elle lance les dés)

Trois et quatre font sept. Prends sept pas.

ENFANT: *Merci, Grand-mère.*

GRAND-MÈRE: *De rien.*

TOUT LE MONDE: (Chorally all count with the student whose turn it is)

1,2,3,4,5,6,7



Elizabeth Miller
La Petite École Française de SF
AATF Northern California

What are some of the games you use in the classroom to review at *la rentrée*? Share with other FLES teachers for future *Salut les jeunes* articles. Send your ideas to [mmemiller@aol.com]
(74 Tuscaloosa Avenue, Atherton, CA 94027)

Regional Reports

Region I: New England

Region I continues to be very active by providing exciting opportunities for students and teachers alike. There were day-long and week-long immersion experiences, concerts for students, dinners for teachers, guided museum visits, hockey nights, collaboration with state associations, *Fête de la Francophonie* activities, National French Week activities, and participation in the *Grand Concours* along with *Cérémonies de Remise des Prix*. Each chapter has worked on reaching out to members by using social media to promote activities and resources for its members. Region I welcomes Mme Edit Dibra, the new K-12 Education Officer at the French Cultural Services in Boston, who arrived in February. She represents all chapters in Region I except Connecticut.

Activities for Teachers

French teachers in Connecticut joined together for the fourth annual "Rentrée Gathering" in September, and their 5th annual "Teachers' Tip Swap" was held mid-state. Teachers and friends followed the "unconference" format and moved freely through three sets of diverse mini-sessions presented by their peers. They also gathered at Greens Farms Academy to view the documentary film *Theo's Choice* and had a question and answer session via videoconference with one of the film's creators, Thomas Cauvin. They held a *Réunion printanière* at which elections were held and a workshop was given. The Maine Chapter had over forty participants attend the annual fall conference, held at the University of Maine. In Rhode Island teachers were offered a guided tour at the Rhode Island School of Design Museum led by one of its members, Crissa Carlotti.

Activities for Students

The Eastern Massachusetts Chapter co-sponsored *La Journée de la Francophonie* with the French Cultural Service, the *Délégation du Québec*, *Le Centre de la Franco-*

phonie, and Education First Tours. Held at Carey Hall in Lexington, it was attended by 800 French students and their teachers. Following skits performed by students, there were two outstanding concerts, one by Franco-Togolese singer Brice Kapel and the other by the Canadian group, Swing. The *pièce de résistance* was a raffle with a Bruins hockey shirt signed by all members of the team as the grand prize. In Rhode Island the annual Francophone concert was held at LaSalle Academy with Josée Vachon and Bertrand Laurence. Nearly 400 students from 7 schools attended this concert full of traditional French and Québécois music. Over 100 French students and their families gathered with CT French teachers in Bridgeport for a reprise of their French Hockey Night. The many Francophone Sound Tigers players presented French lessons on the Jumbotron, which also displayed videos made by Connecticut French students featuring cheers, songs, and interviews *en français*.

Immersion / Diversity Activities

This year's Massachusetts Foreign Language Association (MaFLA) summer immersion, held in August, was co-sponsored by the Eastern Massachusetts Chapter. Many chapter members presented sessions on a variety of topics. The Weekend Immersion Program is directed by Joyce Beckwith, and the French strand is coordinated by Dominique Trotin, the new Director of the French Immersion Program in Holliston. The New Hampshire Chapter held their second annual French immersion weekend for French teachers at *La Cité écologique* in Colebrook, NH, an ecovillage whose residents are all Québécois. This year they extended the weekend to include activities on Sunday morning. Eastern Massachusetts also sponsored the French strand at MaFLA's Diversity Day at Lasell College, with workshops and presentations focusing on different aspects of the Francophone world.

Collaboration with State Conferences

Maine offered five French sessions at their state conference, and Rhode Island offered four sessions. New Hampshire held their annual meeting at their state conference. Eastern Massachusetts held its annual meeting at the MaFLA conference, and former managing editor of the *French Review*, Nathalie Degroult, was the guest speaker and presented a 3-hour workshop. Julien Suaudeau, the keynote speaker at the AATF Conference in 2016, also gave a 6-hour workshop.

Grand Concours

All chapters participated in the *Grand Concours* this year. *Cérémonies de Remise des Prix* were held in Rhode Island and Connecticut. Students were given their medals, certificates, and cash prizes. The Rhode Island Chapter organized a *tombola* with Amazon gift cards to show teacher appreciation. The live finals round of the Connecticut French Cultural Trivia Bowl Contest was an exciting way to end the evening!

Advocacy

Actions on behalf of the Rhode Island Chapter and its partners helped retain the French programs at East Greenwich Middle School and High School. New Hampshire sent letters of support of French lecturers at the University of New Hampshire who were let go. Chapter officers Kate Harrington, Edee Takantjas, and Emilie Talpin gave a presentation at the New Hampshire State House to the New Hampshire/Canada Trade Council regarding the crisis in French education in the state. They then met briefly with the State Commissioner of Education to share the same information.

Respectfully submitted,

Margarita Dempsey

Region I Representative

[mbdempsey11@gmail.com]

Region II: New York & New Jersey

Region II offered a wide variety of workshops for its members. Central New York offered a fall and spring workshop for their members: “Improv in the Classroom” and “French Pedagogy for iGen Students.” New Jersey hosted Catherine Ousselin, who presented strategies and technology tools to enhance listening, speaking, and writing skills and to develop online assessments and portfolios, as well as a spring workshop on enhancing second language proficiency with web tools. Western New York’s spring meeting featured Dr. François Paré, Distinguished Professor Emeritus from the University of Waterloo in Ontario.

Looking for an ambitious idea for your chapter? Western New York began last summer with an impressive offering to its members: a French teacher immersion week at Buffalo State’s camp, Whispering Pines, in Franklinville, NY. The week-long camp offered many workshops on a variety of topics. They spent the entire week in French with fellow French teachers and college faculty. Participants received 20 hours of professional development in-service credit.

Workshops were not the only reasons that French teachers gathered: Central New York continued their tradition of hosting a French film night, showing *Comme un Chef* to teachers, students, and area Francophiles. New Jersey offered a guided visit at Montclair Museum of Art to view a special Matisse exhibit. Pays du Nord had two informal meetings this year—one to greet new members in the fall and one to revise their chapter constitution in the spring. Western New York hosted several receptions featuring live music, French Conéxion (2 of their board members), wine tasting, a French yoga class, and a *Soirée Poésie Musique* culture performance night.

In the fall, the Metropolitan New York

Chapter organized *une table française* at a Senegalese restaurant in Harlem. They invited Francophone members of the *Organisation Internationale de la Francophonie* as well as the president of the *Association Sénégalaise d’Amérique*, Ibrahima Sow. All those from different Francophone countries told their immigration stories and described culinary differences between Senegalese food and their own. It was a culturally enriching and gastronomically unforgettable experience. In the spring, the Metropolitan New York Chapter, for the second time, hosted “Wine, Cheese, Chocolate, and Jazz” at the Buckley School in Manhattan. Many teachers from the greater metropolitan area attended the event and enjoyed the delicious food and drink, the uplifting music, and the beautiful terrace view.

During National French Week, the Western New York Chapter made available a five-day plan for P.A. morning announcements, and local TV station WKBW Channel 7 once again did a “Weather Outside” group announcement during the 5:30 news. The chapter also organized a social media contest on Instagram /LOTTO board activity, *béret* day in schools, and promoted the *Alliance French Play, Rapport sur la banalité de l’amour*, at Canisius College campus in Buffalo. The highlight of the month, as always, was their highly successful *Franco-Festival de Beau Fleuve*, a heritage festival in Buffalo, which highlights French culture throughout the community for students, parents, their teachers, and Francophiles in Western New York.

The chapters reached out to local French ties as well to benefit their members. The Central New York Chapter connected with the local AATG chapter and the local foreign language association, LECNY, for their workshops; New Jersey collaborated with The New School in NYC; Rochester worked with the *Alliance française* for a summer BBQ and welcome reception as well as Nazareth College, Allendale Columbia School, and NYSAFLL; Westchester joined with the *Alliance*

française of White Plains for a private screening of *Swagger* as well as workshop on “Enseigner le FLE à l’aide d’un dispositif d’enseignement hybride,” the Nassau Chapter invited their neighboring chapter, Suffolk, for a professional development workshop, and Western New York collaborated with the *Alliance française de Buffalo* to promote *Festinema Junior* 2018 film festival and with the Buffalo-Lille Association on the Buffalo State campus. The Metropolitan New York Chapter joined with New York University’s *Maison Française* to host NYU lecturers who gave presentations and co-organized the annual conference with the Columbia University French Department at their *Maison Française*. In addition, Metropolitan New York teamed up with Brooklyn’s District 15 *Français Langue Étrangère* to host the French Dual-Language Revolution at Boerum Hill School in Brooklyn. The turnout was excellent, and they look forward to many more conferences at this venue.

Metropolitan New York held their *Distribution des Prix* at the *Lycée Français de New York*. Deena Sellers, local administrator of the *Grand Concours*, created a PowerPoint with candid shots of students from every school and invited the level 5 gold winner to be the keynote speaker. The Rochester Chapter sent all participants a certificate of participation and prizes to the top chapter winners at each level for *le Grand Concours*. The Suffolk Chapter held their very successful *Distribution des Prix* in late May. In addition to *Concours* winners, they honored a former school administrator, who had been a dedicated supporter of French in her district. Every year, they give a chapter scholarship, the Kathleen Lyons Memorial Scholarship, for five hundred dollars to an outstanding French student in the county.

Respectfully submitted,

Abbe Guillet

Region II Representative

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2018 NATIONAL FRENCH WEEK CONTESTS

The theme for both contests in 2018 is “Mon Français, Mon Avenir / My French, My Future.”



ESSAY CONTEST

Deadline: November 15, 2018.

Submit: All essays must be submitted online at [<https://goo.gl/forms/jixWrVQxyoeIjODu1>].

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2018. 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, email 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

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, 2018.

Rationale: The AATF Executive Council decided that teachers at the middle school and high school would appreciate an activity that students could work on during National French Week (November 1-7, 2018). 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 the AATF Web site for instructions regarding format and where to upload the video/animation. Entries can be made using Glogster, Animoto, embedded Web tool, or shareable app of the student's choice. Please visit the AATF site to find a list of the suggested Web tools. If using these sites, teachers should choose the free educator subscription or have students set up their own accounts. The project should be viewable by the judges, but the projects should be marked “Unlisted” until the awards have been announced. Please include a URL to the project in the registration form. The contest judges may request that you share the embed code for the project after the awards have been announced. For questions on Web tool or app usage, please contact Catherine Ousselin at [catherineku72@gmail.com]. For ideas on past submissions, visit the National French Week blog site at [<http://nfwposter.blogspot.com/>].

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 2018. 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 and to [<http://nfwposter.blogspot.com/>] to see past submissions.

AATF EXEMPLARY FRENCH PROGRAM

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF Web site? Then you may be a candidate for the new Exemplary French Program sponsored by the AATF. Read the indicators and apply on the official form by **February 15, 2019**.

For complete instructions, go to the AATF Web site at [www.frenchteachers.org].

Order your National French Week Supplies!

<p>Balloons</p>  <p>Purple National French Week Ballons</p> <p>Price: 10 for \$1</p>	<p>Poster</p>  <p>2017-2018 National French Week Poster (supply limited)</p> <p>Price: \$2 each or 10 for \$15</p>	<p>Pencils</p>  <p>National French Week Pencils, blue on white</p> <p>Price: 4 for \$1</p>
<p>Buttons</p>  <p>Two-inch round buttons with National French Contest Logo</p> <p>Price: \$.65 each or 10 for \$6</p>	<p>T-Shirt</p>  <p>National French Week T-shirts are royal blue with the NFW logo imprinted on white. Sizes: M, L, XL, XXL</p> <p>Price: \$12</p>	<p>NFW Promo Kit</p>  <p>Order the Promo Kit to help enliven your celebration of National French Week! Includes: 25 each bumper stickers, balloons, pencils, buttons, 5 National French Week posters</p> <p>Member Price: \$30</p>

	Quantity	Total
Pencils: La Semaine du Français: du 8 au 14 novembre [4 for \$1]	_____	_____
Buttons: On est les meilleurs! [65 cents each or 10 for \$6]	_____	_____
Balloons: National French Week: La Semaine du Français [10 for \$1]	_____	_____
**SPECIAL: Order 25 of each item (100 items total) for \$35 (14% savings)	_____	_____
Extra Posters (\$2 each or 5 for \$8)	_____	_____
T-shirts (blue with white logo design)	_____ T-shirts x \$13	_____
	_____ M _____ L _____ XL	_____
	_____ T-shirts x \$14 _____ XXL	_____
	Total enclosed.	_____

Name: _____ Phone: _____

Address: _____

City, State, Zip _____

Send this form with payment to AATF, 302 N. Granite St., Marion, IL 62959-2346. All items are available at [<https://store.frenchteachers.org>].

Pourquoi participer au Grand Concours?



Le Grand Concours

The National French Contest

of the American Association
of Teachers of French

I find myself, each *rentrée*, having some mixed feelings about whether to continue having students participate in the *Grand Concours*. And yet I do keep it up. I'd like to offer some suggestions on how to help students (and us teachers) see the value in this contest, how to talk to students about it, and how to help it become part of your program.

At my school, students must pay for everything: their fees for the *Société Honoraire de Français*, entrance in our chapter's speaking contest, *le Concours Oral*, and yes, they have to pay to enter the *Grand Concours* as well. I do hear that some districts are able to pay for their students to participate in the *Grand Concours*, but this, as of now, is not an option in our district. As a result, anytime I ask students to pay fees for something, it feels especially important that I communicate to them what they are getting into, what the fees are being used for, and why it would be a worthwhile experience for them.

I've had students view the *Grand Concours* in vastly different ways. I watch the students as they participate. Some look focused, determined, driven. Others look dejected, beat, and I can see their motivation sinking. They just want to get it done. So, as a teacher, I have found myself thinking a lot about how to talk to students about this opportunity. I want them to feel challenged, but I don't want that challenge to come at a cost to my program.

I've found it very important to inform students—and to remind them again and again—that while the contest looks like an exam, it's not. Students are used to taking two kinds of tests: unit tests, which assess them on recently practiced material, and proficiency tests, which gauge their ability to communicate and comprehend French. I remind students that the *Grand Concours* is neither. It is truly a contest. I ask students to feel good about answering even one question confidently or being able to understand something from the experience. I also recommend that they look at the contest as a puzzle, to be worked out, and not every participant works it out. In fact, many don't.

For me, communication and messaging are crucial to making this a viable opportunity for students. And yes, I do still think that this is an opportunity. In the face of proficiency tests, there is still room for an experience like this. We do get to see students facing a challenging language task not created by us, with a variety of cultural topics that some students find interesting. It's just one other type of language experience amongst the many other types of language experiences to which we want to expose our students.

It is my French Honor Society candidates who tend to participate. I've set up our SHF program so that candidates need to complete 15 "culture points" to be inducted. There are a variety of activities that students can engage in to gain points. They can attend our French Circle club meetings, make crêpes to sell to raise money for fundraisers that we hold during lunch periods at our school, participate in our district's D230 Immersion Night, and/or design t-shirts for our club and honor society. And, one of the ways they can gain points is by participating in the *Grand Concours*.

If any of you have tried having students participate in the *Grand Concours*, you may have encountered some challenges. Sometimes there do seem to be technical issues during the administration of the test. I'm happy to say that Lisa Narug, Contest director, has been fantastic with replying, almost immediately, about tech issues. The website is not always easy to use, but I am glad to see an online option rather than the old pencil and paper that required another teacher to administer the exam. From what I can see, the *Grand Concours* administration is growing, changing, and adapting as each year progresses. For example, the current *Grand Concours* does NOT show immediate raw scores to students, but teachers can run a report that allows us to see raw scores and verify that students submitted responses for either section.

So, the final question is: is it worth continuing participation in the *Grand Concours*? My answer is yes—for me and for my school. I spend some of my own money to buy prizes from Teacher's Discovery and the day that participants get their prizes is an exciting day around the French classroom at Stagg High School. It creates a moment of excitement amongst many other moments of excitement which keep our students motivated to stay involved in the French program. When I do have medal winners, I alert our public relations department and we get the word out. So, the *Grand Concours* remains a way to publicize our programs. I would suggest, to any teachers who are in doubt, to make a pros and cons list and to think for yourself if the *Grand Concours* can become an opportunity for your program. If we can communicate its intent with our students, I think it can be.

Nitya Viswanath

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I ask students to feel good about answering even one question confidently or being able to understand something from the experience.

Editor's note: Throughout this year, the National Bulletin will feature articles by teachers who teach using non-traditional methods. Neither the AATF nor the National Bulletin endorse one teaching method over another: These articles allow teachers to learn about the wide variety of World Language methods and philosophies. The AATF-CT webinar series (see pg. 32) can also be a resource for these teachers.

My CI Journey



Perhaps you, like me, have attended a world language conference recently and have heard the term *comprehensible input*, or CI for short. Maybe you have researched the term online and have discovered that many French teachers across the United States have recently started changing their teaching practice and have begun teaching with CI approaches in their classrooms. I started my own transformation from traditional textbook teacher to CI teacher twelve years ago. It is an approach that has been rewarding, productive, and enjoyable, although not always easy.

Early Teaching Career

Before I made the switch, I taught traditional textbook-driven French classes at all levels. During that time, I often found myself feeling frustrated with my students' lack of progress. My students could score As and Bs on assessments but would shortly thereafter forget most of the material on which they had been tested. Moreover, most of my students struggled to speak, write, read, and understand French except at the most basic level, even after four years of instruction.

At first, I thought my students' poor progress was due to my lack of teaching experience. Then after I had been teaching for a while, I blamed my students. I believed that they were not studying or doing the necessary work needed to become proficient in the language. But eventually I realized that this wasn't true. Many of my upper-level students were in the top ten percent of their graduating class, were enrolled in multiple Advanced Placement courses and went on to attend highly competitive universities. They were not making gains in proficiency even though they were working hard.

Why the lack of proficiency?

Experiences like that of my students is common in high schools across the United States. According to a 2010 study¹ conducted by the Center for Applied Second Language Studies at the University of Oregon, only 15% of high school students enrolled in four years of French or Spanish language study reach the desired Intermediate-Mid level of language proficiency based on ACTFL performance indicators,² and more than 50% of students only reach Novice-High (and don't let the term "high" fool you. Students at this level can't do a lot with the language). And according to research cited in an article³ in *The Atlantic*, although 93% of high schools in the United States offer world language study, only 1% of adults in the United States are proficient in a second language that they learned in a classroom setting. While there may be multiple reasons for these dismal statistics, I believe that they are partially caused by our most common instructional approaches, which usually consist of explicit grammar, memorization of vocabulary lists, and speaking or writing practice. These traditional classroom activities are just not getting the job done.

Once I determined that the problem was my teaching practices, I began looking for another approach that would help students become more proficient in French. Then one day, George, a Spanish teacher in my department told me about a workshop he had attended about a method called TPRS, which stands for Teaching Proficiency through Reading and Storytelling (which is probably the most well-known CI teaching approach in the United States), and how pleased he was with his students' progress as a result of using this method in his classes. Intrigued, I signed up for a local workshop.

Making the Change

The presenter at the workshop was Blaine Ray, the creator of TPRS. He began the workshop by reviewing some second language acquisition theory with us, specifically Dr. Stephen Krashen's Comprehension Hypothesis, formally known as the Input Hypothesis. According to this hypothesis, people acquire language by being exposed to comprehensible input, which is made up messages that are understandable to a language learner. TPRS is based on this hypothesis, where asking questions and creating high-interest stories lead to repeated exposure to language structures, which learners eventually acquire.

¹ [<https://casls.uoregon.edu/wp-content/uploads/pdfs/ten-questions/TBQHoursToReachIH.pdf>]

² [www.actfl.org/sites/default/files/pdfs/ACTFLPerformance-Descriptors.pdf]

³ [www.theatlantic.com/education/archive/2015/05/filling-americas-language-education-potholes/392876/]

Blaine then demonstrated how to teach with TPRS by teaching the workshop participants a lesson in German, a language I did not know. By the end of the day I could say a few sentences and read a 165-word paragraph in German, much of which I still recall today (My experience at this workshop is not unique. Multiple research studies have been conducted comparing TPRS and traditional teaching methods. Dr. Karen Lichtman from Northern Illinois University⁴ reviewed data from 24 studies comparing TPRS with traditional second language study and found that students in TPRS classrooms outperformed students in traditional classes in all 24 studies). How quickly I acquired some basic German during this workshop convinced me that teaching with a comprehensible input approach would be a more effective way to help my students become proficient in French than the textbook methods I was using currently (As a fellow TPRS teacher joked, I was “Blaine-washed.”).

But at first, I didn’t completely abandon my traditional teaching style and start doing TPRS exclusively in my classes. After only one workshop, I didn’t feel confident enough to do that, so I still taught traditionally from the textbook and would sneak in a TPRS lesson when I could. Like most textbooks, mine had a set of TPRS stories based on textbook themes as part of the ancillary materials, which is what I used for my first stories. Over time as I gained more confidence I taught fewer and fewer textbook lessons and more and more TPRS lessons. But even though I started my transition slowly, it was still difficult at times. It took me a while to get used to teaching with TPRS, so my first story lessons were embarrassingly bad. In my upper level classes, some students accustomed to traditional teaching styles refused to give my approach a chance at first and complained that they weren’t learning anything. Except for George, the rest of my department continued to teach traditionally, which caused some friction. And once George retired I had nobody to collaborate with, so my skills as a CI teacher started to deteriorate. Luckily this was about the same time that many teachers had started blogging about teaching with CI and sharing lesson plans, ideas, and advice on the Internet. They became my advisors and my support system; so I persevered.

It was through an online blog that I learned that the annual ACTFL conference in 2016 was going to be in Boston, which is within driving distance of my home in Connecticut. I signed up and attended every CI based workshop they had. I heard Dr. Krashen speak about his Comprehension Hypothesis. I heard Blaine Ray talk about TPRS. I learned about other CI-based approaches from award-winning teachers of Russian, Spanish, German, and French. I met CI teachers from

all over the United States and a college professor named Bill Van Patten who has written extensively about teaching practices based on second language acquisition theory. On the last day of the conference, I met a TPRS teacher from California who told me about a CI professional development group on Facebook, which I went home and joined immediately.

Following Through

Once I went back into my classroom after the conference, I had a new resolve to teach exclusively with comprehensible input. While before the conference I used TPRS in conjunction with traditional textbook lessons in my classroom, I now had students work with the textbook outside of school for homework, so I could concentrate on providing comprehensible input during class. Although I still used TPRS, I decided to branch out and try other ways to provide comprehensible input in the classroom. Whenever I heard about a CI approach that was unfamiliar to me, I researched it, watched videos of other CI teachers modeling it on YouTube, and implemented it in my classes. Over time I began to figure out my own style as a CI teacher, which includes elements of TPRS but also incorporates other CI approaches.

In addition, I read anything and everything I could find about second language acquisition theory and teaching with comprehensible input. I subscribed to Bill Van Patten’s podcast and attended CI-specific conferences where I observed experienced CI teachers conducting language classes and networked with CI teachers from all over North America. I spent a lot of time on Facebook reading posts and asking questions in CI professional development groups, and it was through a Facebook CI group that I found out about a vacant position for a French teacher in a nearby CI-friendly district. I’m happy to report that I was offered the job and started working in that district last August.

The Results

Now that I work for a place where I have the freedom and support to teach exclusively with CI methods, I have removed many traditional activities from my practice. I do not explicitly correct errors or teach long, explicit grammar lessons. I do not teach vocabulary in thematic units. I no longer grade writing for accuracy. My students do not take notes, do grammar worksheets, give oral presentations, fill in verb charts, complete cultural projects in English, or memorize dialogues. I don’t have students do any speaking activities for the sole purpose of practicing vocabulary. These are things I used to do consistently in my classroom which, based on research, I now know have not been proven to advance language proficiency.

Instead, I have replaced these practices with activities designed to expose students to high-interest spoken and written French in the form of meaningful comprehensible input. I use whatever verb tense or mood I need in to convey my messages in all levels. I ask a lot of questions in the form of personalized question and answer, or PQA for short. My students and I create stories together, which I type out for us to read and act out. We watch videos of native French speakers

4

[http://forlangs.niu.edu/~klichtman/NTPRS_Research_Lichtman_2016.pdf]

telling stories. We read novels designed for learners of French and learn lyrics to popular French songs. I often project pictures or show short video clips and talk about them with my students in French. If I assign homework, which is not often, it always is input-based and involves either reading or listening to French. I only talk about aspects of French culture in comprehensible French. And since my goal is to provide comprehensible input, I find that I now use much more French in the classroom than I ever did when I taught out of a textbook.

I have seen some incredible gains in proficiency thanks to the CI methods I use in my classes. My students use French constructions correctly that students in my traditional classes were never able to master, such as using a definite article to express likes and dislikes or using *de* with negation. Almost all my first-year students can pronounce French fairly accurately (even the silent *-ent* on third person plural verbs) even though they have never had any explicit pronunciation lessons. Some of my stronger students can fill up a whole notebook page with comprehensible French without the use of a dictionary or online translator in under 10 minutes. Through exposure to comprehensible input they have started to figure out grammar on their own, like the fact that *mes*, *mon*, and *ma* mean the same thing or that they need a verb ending in *-ons* when they want to talk about what we are doing (Without the explicit grammar instruction, however, they can't define what a possessive adjective is or fill in a verb conjugation chart. But it's more important for students to speak and write the language effectively than it is to explain about the language in English).

These days, my students come to class happy and relaxed, which has resulted in high motivation and low failures. I am especially proud of the fact that, thanks to the CI approach, I have an inclusive classroom where students of all ability levels, even those who receive special education services, can be successful. My hope is that this phenomenon will eventually lead to increased enrollment, higher retention rates, and more class sections, which is what has happened in many French programs across the United States that have embraced teaching with comprehensible input. I have very few behavior problems, get a lot of compliments from parents, and have had three extremely positive performance evaluations due to how much French I use during my lessons and how high student engagement is in my class. And even though I have been teaching for almost 25 years, I show no signs of teacher burnout, because teaching with comprehensible input has rejuvenated me and has given me a renewed sense of enthusiasm and excitement to be in a classroom.

While my main purpose for writing this article is to share my journey from traditional to comprehensible input teacher with others in the profession, I must confess that one of my secondary goals is to inspire any teachers reading this to begin their own transition. I am sure, however, that many who read this will be skeptical. After all, most of us probably were not advised to teach with this approach when we were studying to be French teachers. Bill Van Patten has an explanation for why teaching with comprehensible input is not discussed more in teacher education programs. He did a study⁵ in

which he examined the credentials of faculty in the Spanish and French departments at several colleges and universities across the United States and found that only six percent of the faculty of the Spanish departments and two percent of the faculty of the French departments at these institutions had any background in second language acquisition. As a result, he claims that many of the professors in charge of the teaching programs, without the expertise in how people really acquire language, are training their students to teach using an approach that is the exact opposite of what second language acquisition research has determined to be best practice.

Even if this article inspires teachers to rethink their teaching practice, I understand that the transition might seem intimidating. In my case, it took twelve years of reading, professional development, and practice to make a complete change, and even now I recognize that I need to work on a few things and explore CI a little further. No one ever said that you had to change everything overnight. As the saying goes, every great journey begins with a first step. Maybe that first step is joining a CI group on Facebook or finding an online blog⁶ to read. Those that do this will find that the CI community is very knowledgeable, helpful, and welcoming. Those who are not into technology might prefer to attend a TPRS conference⁷ or find a book⁸ to read. No matter the choice, I hope teachers reading this will decide to start their own journey. While I cannot promise that it will be easy, I can promise that it is ultimately a worthwhile trip for both teachers and students. Happy travels.

Kristin Archambault

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⁵

[www.aatsp.org/resource/resmgr/hispania_open_access/hispania_98.1_vanpatten.pdf]

⁶

[<https://sraarch.wordpress.com> is the address of my blog]

⁷

[<https://tprsbooks.com/workshops/>] has a list of workshops being held across North America this year.

⁸

Bill Van Patten's book for teachers can be found at [www.actfl.org/publications/books-and-brochures/while-were-the-topic]

Rebecca & Jean-Paul Valette Legacy Award



2018 award recipient, Mary Townsend, teaches at Kettering Fairmont High School (OH). For the past few years, all French students have participated in the *Grand Concours*. This has yielded a significant number of national and state/chapter winners and passing results at all levels. 2015 was a banner year: KFHS received an Exemplary Program with Honors designation from the AATF, seniors raised \$600 for the International Red Cross through the sale of “peace bracelets” after the *Charlie Hebdo* attacks in Paris, a student won a *Société Honoraire de Français* (SHF) Creative Writing Contest, and another won a \$1000 SHF Travel Award.

Mary decided to expand the spring induction for the SHF into a *célébration d'honneur* to acknowledge the hard work her French students do throughout the year. The principal agreed to say a few words about the Exemplary Program Award and the growing program. Students sent letters to parents inviting them to our event. A few students performed French musical numbers. Members were inducted into the SHF, and each senior gave a brief speech about the virtues of the French program, international travel, scholarship opportunities, AP and IB credits for college, the SHF, and our outstanding French Club. They presented certificates, ribbons, medals, awards, and scholarships to students, a check to a Red Cross representative, and named the AATF Outstanding Senior in French. Afterwards, officers served cake and punch to nearly 300 parents and students.

The program proved so successful, it was made it a tradition, adding more musical numbers, SHF inductees performing LaFontaine’s “Le Corbeau et le Renard,” complete with props and costumes. The program acknowledged 30 international students with a blue-white-red ribbon and recited their names and home countries to welcome them. This year’s ceremony included more talented French student musicians and a bumper crop of 33 SHF inductees singing “Je Vole” while signing in French sign language.

Mary’s students participate in almost every contest the AATF and SHF offer. These opportunities have helped her school’s program of excellence, and many outstanding students shine on campus. This recognition has helped greatly in recruiting students to sign up for French, and her program has grown over 60 percent in five years. Mary takes advantage of the many wonderful AATF programs available to students and teachers. Watch your classes grow and celebrate your students!

Dorothy S. Ludwig Excellence in Teaching Award—Secondary



As a French teacher and sponsor of *La Société Honoraire de Français* (SHF) at Loyola Academy (Wilmette, IL) and previously at Buffalo Grove High School (IL), Cathy Kendrigan has organized and chaperoned French exchanges, immersion weekends, immersion days, and promoted student participation in the *Le Grand Concours*, *Le Concours oral*, and National French Week. She has taught AP French for over 20 years and has attended 15 stages péda-

gogiques in France (CAVILAM, CLA). In 2009, she received a Fulbright-Hays GPA Scholarship to study in Cameroon and has frequently presented on this topic at conferences and student immersion days. She has served on the Test Development Committee of *Le Grand Concours* and has been an active member of the executive council of the Chicago/ Northern Illinois AATF Chapter for 20 years, holding the offices of program chair, secretary, and second vice-president. For the past 12 years she has been the editor of the chapter newsletter, *Francofeuilles*.

Dorothy S. Ludwig Excellence in Teaching Award—Post Secondary



Ann Williams has been teaching courses in French language, literature, and culture at Metropolitan State University of Denver for almost 30 years and has been an active member of the AATF since 1989. She has served the AATF at the state and national levels and is an energetic supporter of foreign language learning and international studies. In her teaching and research, she focuses on life-skills gained through language study: inter-cultural communication, collaboration, critical thinking, and flexibility, and she often uses her own trajectory to show students how they can benefit from the experience provided through contact with languages and cultures different from their own.

Ann earned her Ph.D. from Northwestern University, and she also has a *Diplôme d'études approfondies* from the Université de Lyon II. She has co-authored four college-level French textbooks and presents conference papers and writes on contemporary France and the teaching of French. Her most recent major project was a French lan-

guage and culture video course for The Great Courses (2017). She was named *Chevalier dans l'ordre des Palmes académiques* by the French *Ministre de l'Éducation nationale* in 2016 and received the national 2013 CASE/Carnegie Foundation U.S. Professor of the Year Award for Baccalaureate Institutions.

AATF Outstanding Chapter Officer



Jon Shee is the president of the Connecticut AATF Chapter and has been a French teacher for 24 years and a World Languages Department Head for 19 of those. He currently teaches and leads the Upper School World Language program at Saint Luke's School, a secular private day school in New Canaan, CT where he works with a team of four other fabulous French teachers. Jon has presented at many regional and national conferences and has served as a consultant to schools on blended learning, videoconferencing, World Language departmental vision, and other topics. He also serves as Technology/Media Adjunct to the Board of Directors of the American Society for the French Academic Palms (ASFAP) and as World Languages Network Leader and a webinar presenter for OESIS.

2018 AATF/Concordia Language Villages Outstanding Administrator Award



2018 recipient, James Knight, Principal at Malone Middle School (MMS, NY), was nominated by AATF member Nancy Blais for his encouragement and help in advocating for the French program at the middle school level. Shortly after Mr. Knight was hired in December 2012, he expressed his interest in and the need to ensure that French education remain a vital part of the curriculum. He made it clear to our LOTE Department that French is important and necessary, especially because the school is 15 minutes from the Québec border and French is so widely heard in the community by local residents and tourists from Canada. Nor can we forget the French heritage of the Malone community that is firmly rooted in Saint André Bessette Parish, Notre Dame Church, and the hundreds of last names in our local telephone directory. He agrees that knowledge of French can be an asset to our students seeking employment in the North Country. Mr. Knight

believes that knowledge of French on a resumé could help our students work and continue to live in the North Country.

Since Mr. Knight's vision has been to continue to offer equal opportunities for the study of Spanish and French at Malone Middle School, he played an integral part in advocating for the hire of another full-time French teacher a few years ago. This was a very important event, considering the closure of a French program in a neighboring district. Mr. Knight supports and encourages the use of French outside of the classroom and endeavors, such as field trips to Québec, French Club, National French Week activities, and altruistic projects.

An exciting part of this award is to be able to send MMS student Avery Bannon to Concordia Language Villages this summer. Avery began studying French in September 2016, and from the beginning demonstrated a love of the language by stepping forward after class to try to converse with me. She is curious and devoted to her study of French, always wanting to know more and to improve her skills. She is the perfect candidate for this two-week immersion camp. She will represent Malone Central School District and the AATF with diligence and responsibility as she does every day.

The Administrator of the Year Award was presented to Mr. Knight and the accompanying prize to eighth-grade French student, Avery Bannon, May 8, 2018 during a Malone Central School District Board of Education meeting.

CELEBRATE NATIONAL FRENCH WEEK
NOVEMBER 1-7, 2018



AATF Annual French Teacher Feedback Survey 2017-18

Survey coordinators: Jon Shee (St. Luke's School - CT)
Karen Kuebler (Towson University - MD)

1876 total surveys submitted between May 6, 2018 and June 1, 2018
1313 Elementary, Middle, High School teachers:
1022 High School • 251 Middle School • 40 Elementary School
237 College/University faculty
326 Retired educators/Not currently teaching/Other

Key Points of Interest

Below are some key points of interest that were concluded through interpretation of the "Votre Voix" survey data, all of which were based on the survey responders' observations and estimations at their schools.

- The number of elementary/middle/high school programs with enrollments that are growing (31.7%) is virtually equal to those that are dropping (31.5%). More elementary/middle/high school French programs are growing significantly (8.4%) than dropping significantly (7.5%).
 - There is little difference in enrollment trends between independent and public schools. Parochial schools have a comparatively higher percentage of programs with dropping enrollments (40%).
 - The administrations of 90.2% of elementary/middle/high schools are not actively discussing eliminating their French programs, whereas in 2.6% of these schools, the French program has either already been eliminated or there is active discussion among administration to do so.
 - 95.7% of elementary/middle/high school French teachers estimate that their students are "interested" or "highly interested" in learning French. 3% estimate that students are "disinterested" or "highly disinterested" in learning French.
 - 26.4% of elementary/middle/high school teachers promote French extensively outside their classrooms.
 - 39% of elementary/middle/high schools offer regular group travel trips to Francophone countries every 1-2 years. 18.4% offer regular student exchange programs.
 - 78.3% of elementary/middle/high schools have 2 or fewer French teachers.
 - In 24.2% of elementary/middle/high schools, fewer than 10% of all students study French.
 - More elementary/middle/high schools offer Latin (36.8%) than Mandarin (29.5%). 24.8% offer German.
-
- 43.9% of college/university French programs have 4.5 or more French faculty members.
 - The administrations of 83.2% of colleges/universities are not actively discussing eliminating their French programs, whereas in 7.6% of these schools, the French program has either already been eliminated or there is active discussion among administration to do so.
 - 93.2% of college/university French faculty estimate that their students are "interested" or "highly interested" in learning French. 5.5% estimate that students are disinterested in learning French.
 - 46% of college/university faculty promote French extensively outside their classrooms. This percentage is significantly higher than that of their elementary/middle/high school counterparts (26.4%)
 - 58.6% of college/university French program enrollments are dropping a bit or significantly.
 - 13.5% of college/university French program enrollments are growing a bit or significantly.
 - 49.4% of colleges/universities say that French specialization is dropping a bit or significantly.
 - 13.5% of colleges/universities say that French specialization is growing a bit or significantly.
 - Almost half (46.8%) of colleges/universities offer a French teacher preparation program.
 - 70.5% of college/university programs have students studying abroad in a Francophone country regularly.
 - More colleges/universities offer German (81.4%) than Mandarin (72.6%).

To see full results, please visit: tinyurl.com/VotreVoix

AATF Dorothy S. Ludwig Excellence in Teaching Award

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

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2020, 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 Philadelphia in July 2019.

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, 2019**.

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, 2019**. Decisions will be made by March 1. Recipients will be notified by March 1 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 (one file with the candidate's name in the file name) to [awards@frenchteachers.org]. The nomination must be received no later than **February 1, 2019**.

Foreign Language Festival Tradition



Every year, Lenoir Rhyne University in Hickory, NC hosts the Foreign Language Festival for local high school students, usually on a Wednesday in April after spring break. Students begin asking me in the fall what we're going to do for it, so I slowly begin my quest for the perfect song and skit. Why are we so excited to keep returning? *Et alors? Ça vaut la peine!*

This festival offers events in cultural trivia, group song, group skit, extemporaneous speaking, and poetry (levels I and II). Competition is held in Spanish, German, and French. The poems are selected by the coordinators at LRU. Underclassmen get level I and upperclassmen level II. This year the level I poem was "Déjeuner du Matin" by Jacques Prévert. The level II poem was "Chez la fleuriste," also by Jacques Prévert. They must memorize and present the poems in a creative way using props or costumes. No more than two students per school per level are allowed.

For song ideas, I like using this French song link as a source since it offers lyrics (<http://platea.pntic.mec.es/cvera/hotpot/chansons/>). This year we sang "Le Mème Sang" by Yannick Noah, for which we won second place. Over the years we've sung a variety of songs, from lullabies to folk songs. Groups must dress uniformly, so we either design our own T-shirts and have them printed or paint our own designs using puffy paint on plain colored shirts. One year we just wore school t-shirts. For skits, I use the booklet "Un-classic Fairy Tales in French: 10 mini dramas with a twist," by Paula Camardella Twomey. Since the skits can't be longer than ten minutes, these short selections are perfect, and we always tweak them a bit to fit our needs. We won second place this year with "La Belle au Bois dormant," but we've won first place for the four years prior using other pieces from the booklet. We borrow and make our own costumes and bring our own props.

As for the cultural trivia, I sat down one day many years ago and typed over one hundred random questions about Paris, food, Francophone countries, sports, music, etc. with an answer key. Now we have close to two hundred questions. Students study by putting them on Quizlet. This event is limited to only three students per school and is often the most sought-after slot among my students. In competition, most questions are asked in English, then they are asked in French to the finalists. Students who win in this event get to keep their own trophies, whereas trophies earned in group events stay in my classroom.

We practice during our extended lunch rather than after school, since most students ride the bus. I offer two practices per week at the end of January, then add more as we get closer to competition. I know some teachers from other schools require their whole class participate so they practice during class. I choose not to make this competition mandatory since students pay to go on the field trip, and I don't want to make them go if they don't have the funds.

That brings up another dilemma...cost. Registration is \$4.00 per student, and lunch in the LRU cafeteria is \$7.00, so the minimum each student pays is \$11.00. But the price increases when you consider adding mileage for the bus, paying for a bus driver, paying for a sub, and buying t-shirts for the students in group song. This year, I was very grateful to see that AATF was offering Small Grants for scholastic language endeavors, so I jumped right in. I asked for \$150.00 from the AATF, with the understanding that it would have to be matched by another organization, so I asked the state chapter to help. As a result, I ended up receiving \$300.00 to help pay for this field trip, which was very much appreciated. That made it possible for the twenty students who went to only pay the minimum \$11.00, and the grant paid for the rest. In other years I have won grants from other sources, so I am always looking for ways to help make it work financially. Even though it's always a struggle to cut costs for students, we've been involved for eight years, and I plan on continuing until I retire.

Why do I add this stress to my life each year? I do it for the students. They get such a kick watching their peers from other schools compete in their target language, then get excited when it's their turn to perform on stage. It's even more wonderful to feel the excitement in the auditorium when we gather back at 1:00 for the awards. The anticipation is high as they wait to hear their school name called. Then loud cheers erupt as the deserving students rush to the stage to accept their trophies. The feeling is electric. The bus ride home is loud and energetic, full of happy students who are proud of their school. Whether they win or lose, they have fun, and they feel good about themselves for having spoken in French. For some, it is their favorite memory of French class, and most seniors are four-year alumni of this event. It makes language fun, purposeful, and rewarding. *Merci, encore, AATF, pour la bourse qui l'a rendu possible.*

Bonnie Estes

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Thoughtful and Engaging Technology Tools for Speaking, Reading, and Writing

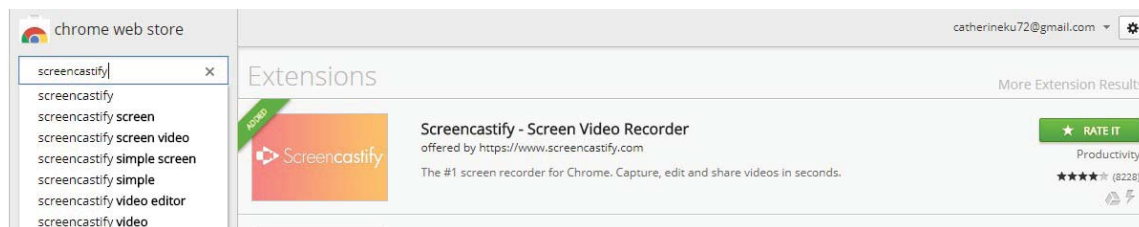
With each of these tools for which I share ideas for pedagogically-grounded and engaging activities to support World Language Teachers and Learners, I add pictures of my students' projects to help you visualize the concept. The finished projects and a video tutorial will also be on my blog, "World Language Laboratory" [proficiency.catherine-ousselin.org]

Which devices? Which sites or apps? Since I began providing workshops to World Language teachers eight years ago, I have seen the availability and access to devices expand exponentially. Some districts went the iPad route, while others chose Chromebooks or Macs. In many cases, teachers were not prepared for this influx of devices and were at a loss on how to effectively and thoughtfully use them beyond assessment tools. In the SAMR model for technology integration (Substitution, Augmentation, Modification, and Redefinition), it is a goal to move beyond using devices, Web sites, and apps for replacing multiple-choice assessments (Kahoot, Quizlet, Quizzalize, etc) towards student-designed projects that encourage demonstrations of communicative skills through innovative projects.

My Web site [catherine-ousselin.org/technology.html] has a section on Digital Storytelling with various sites that support innovative uses of technology. However, it is important to first design thoughtful units around the ACTFL 6 Core Principles and then choose technology tools that support the learning. The tools are not the stars of the unit. With this model in mind, the next step is to use free tools that are "easy" to use.

Presentational writing and speaking: Digital Storytelling with Screencastify

Screencastify is a Google Chrome Extension that works on Chromebooks, PCs, and Macs. The extension is added to the Chrome browser from the "Chrome Web Store." Search for "Screencastify" and add it to the browser. When added, a small film icon will appear in the upper right-hand corner of Chrome's screen.



Screencastify allows users to record narration over a browser tab, the entire desktop, or a Web camera. If you are using laptops, almost all types have built in microphones and cameras. If you are using desktops, you would need to supply microphones. You can use Screencastify to create videos for your students in the "flipped classroom" approach or students can use it to create digital stories using a variety of tools.

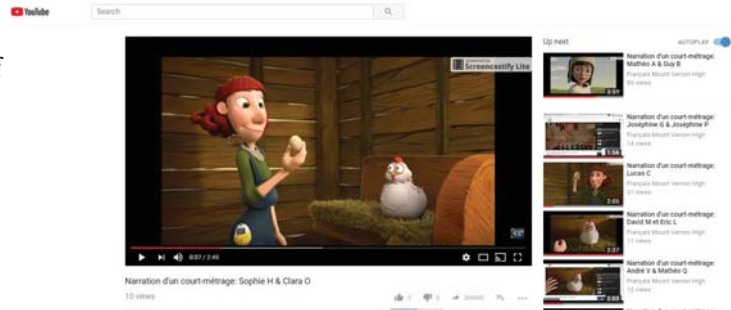
Screencastify & Storybird: This is a gorgeous, family-friendly language arts Web site with both free and paid options. I have only used the free version because it suits my basic needs. The site provides thousands of thematic and non-thematic illustrations that you can use to create a picture book to which you can add your own text. For my first book, I chose a simple story about a young rabbit and his family. The target goal for French 3, 4, and AP was to use the past tense to retell a story using connectors and adjectives at their levels.



For the first storytelling activity, I created the picture book because I did not want the students to spend an inordinate amount of time looking for illustrations on the site. When the students clicked on the shared link to my book, they were able to see it as a full-screen presentation. The students received the written version of the story in sentence strips that modeled our goals of the past tense, adjectives, and connectors. This activity was also a quick way to assess reading comprehension. As the students perused the book, they chose the correct sentence strip for the illustration. Once the story was in order, they used Screencastify to record themselves reading the book with the sentence strips. They shared their videos with me, and I provided feedback on choosing the correct order of the story and for pronunciation.

The second activity required the students to choose five to eight illustrations from Storybird and to write their own stories in the past following the model: short, simple sentences that used connectors and adjectives. French 3's Presentational writing goal was Intermediate Low, French 4's was Intermediate Mid/High, and AP's was Intermediate High. The project took about three days of 30-minute chunks as they had to sort through the illustrations, agree on a set, and then progress through the writing, review, and revise writing process. Student choice and voice allowed them to be creative and silly, but also to demonstrate their skills at their levels. Google Translate was not an issue since students wrote out the stories with partners in their notebooks and a used "Help Desk" approach. We shared our videos in our Google Classroom and with families at conferences. Parents beamed with pride as they watched the videos and heard their trilingual (majority of my students) telling a story in French.

ScreenCastify and YouTube/Vimeo, etc: ScreenCastify can also be used to record over videos. I created a playlist of animated and non-animated shorts. Students could choose from my selection or propose a different video. If the video has lots of dialogue, it can be muted it on YouTube. The continued goals were to narrate a story in the past with the imperfect tense with emotions and the past tense with completed actions.



ScreenCastify Google Slides: For our "Who am I?" unit, French 2 students reviewed animals, family members, and descriptive vocabulary by creating a Google Slide with gifs (animated images) and pictures that compared their family and friends based on personalities. I provided a list of personality descriptors for both masculine and feminine forms as well as the sentence structure, "If my (person) were an animal, she/he would be a (animal) because she/he is (description). In this structure, the conditional clause structure "imperfect + conditional" is introduced, but nothing more than this and the "If I were, I would be" levels. Before students could create their Google Slide presentation, they went through the writing process of choosing people, animals, and personality descriptors (funny, shy, silly, etc) and demonstrating a solid comprehension level of gender agreement. Once the sentences were completed, they practiced reading fluency and pronunciation. Many of the students are heritage speakers of Spanish, so we concentrate on specific hispanophone errors. The final step was to use ScreenCastify to record the presentations (in full-screen mode) as the students read their short stories.



Both the YouTube video and the Google Slide projects were shared on our French section YouTube Channel: [www.youtube.com/user/francaismvhs/playlists].

Digital Storytelling with ScreenCastify is an engaging way to empower students to demonstrate their growth and skills in language through technology. The range of activities with Storybird, YouTube, and Google Slides allows a wide choice of themes and approaches (images, video, and/or student text). Our next Storytelling project in French IV and AP will be in conjunction with Social Justice unit on housing products, practices and perspectives from around the world unit. Students will be compare,

contrast, and comment on pictures from a site called, GapMinder/Dollar Street that provides authentic pictures of houses, food, and daily life from around the world at different income levels. [www.gapminder.org/dollar-street/]

If you are interested in experimenting with any of these tools or have other Digital Storytelling ideas or questions, please connect with me on Twitter: @catherineku72 or by email: [catherineku72@gmail.com].

Catherine Ousselin

Mount Vernon High School (WA)

[catherineku72@gmail.com]

Découvrez Philadelphie!

Congrès annuel de l'AATF du 14 au 17 juillet 2019



Webinars 2018-2019

This series of webinars are hosted by the Connecticut AATF Chapter and are available to all AATF members. Sessions are 45-60 minutes long and conducted mostly in English. The webinars are presented by Édouard Smith, AATF-CT *comité exécutif* member and teacher at Joel Barlow High School. At the conclusion of the webinar, the recorded session will be posted online for future reference. To register, click the link in the webinar description and complete all fields. A confirmation email will be sent to you with instructions on how to use the webinar website, [Join.Me].

Have questions? Send me an email! - M. Édouard Smith, [edsmith@er9.org].

[<https://sites.google.com/er9.org/aatfctwebinars/home>]

(1) How do our students learn, anyway?! Learning How to Learn — Part 1

Reference Text: *A Mind for Numbers* — Dr. Barbara Oakley
Date/Time: Thursday — September 20 @ 6:00 pm (ET) / 3:00 pm (PT)
Registration Deadline: Tuesday, September 18

Ever wondered why your students forget material that you spent weeks on? Do your students often complain about studying for hours only to get marginal results on assessments? While the title of the book is misleading, *A Mind for Numbers*, explains clearly and succinctly how the human brain learns ANYTHING and presents the scientifically research-based methods to study in the most efficient manner possible. This webinar will present the fundamental ideas of the text and how they apply to Comprehensible Input, language acquisition, the ACTFL Integrated Performance Assessment and much more!

(2) Comprehensible Input: Getting your feet wet

Reference Text: *The Big CI Book* — Ben Slavic
Date/Time: Thursday - October 25 @ 6:00 pm (ET) / 3:00 pm (PT)
Registration Deadline: Tuesday, October 23

You've most certainly heard teachers raving about Comprehensible Input and its impact on their classrooms. But maybe you are a complete newbie or are overwhelmed by the prospect of switching over and don't know where to start. In either case, this webinar will present concrete steps you can take to begin the process of transitioning to a 100% CI class-

room. Big Idea #1: It takes time! So come get an overview of CI and small activities you can begin to use the next day.

(3) Creating a Virtual Professional Learning Network (VPLN)

Date/Time: Thursday - November 15 @ 6:00 pm (ET) / 3:00 pm (PT)
Registration Deadline: Tuesday, November 13

Are you the only French teacher in your school? In your district? In your county? Do you feel isolated and wish you had a network of colleagues upon which you could call when you have a question, need a resource or just want to vent frustrations? This webinar will present the multiple ways you can create a Virtual Professional Learning Network to connect with other French teachers across the country who share similar pedagogical approaches, levels, and more. Platforms will include Facebook, Twitter, Skype, and more! Connecting with others is easier than you think and rewarding in so many ways.

(4) How do our students learn, anyway?! Learning How to Learn - Part 2

Reference Text: *A Mind for Numbers* — Dr. Barbara Oakley
Date/Time: Thursday - December 13 @ 6:00 pm (ET) / 3:00 pm (PT)
Registration Deadline: Tuesday, December 11

Part two of this webinar series will delve further into the mysteries of memory, creating longer-lasting and stronger memories, tips to avoiding procrastination, and changing students' mindset that they cannot learn a language. Start a learning revolution in your classroom with these proven techniques to learn HOW to learn. Note: You do not need to have completed part one of the series to benefit from this webinar.

More information on the following webinars will be forthcoming and can be found on [aatfct.org]

(5) The Integrated Performance Assessment: The who, what, when, where, why and how

Reference Text: *Implementing Integrated Performance Assessment* — ACTFL
Date/Time: Thursday - January 17 @ 6:00 pm (ET) / 3:00 pm (PT)
Registration Deadline: Tuesday, January 15

(6) More Tech Tools to Enhance your Instruction

Date/Time: Thursday - February 21 @ 6:00 pm (ET) / 3:00 pm (PT)
Registration Deadline: Tuesday, February 19

(7) Proficiency Based Teaching & Grading

Date/Time: Thursday - March 14 @ 6:00 pm (ET) / 3:00 pm (PT)
Registration Deadline: Tuesday, March 12

(8) Integrating and Assessing Interculturality Competencies

Date/Time: Thursday - April 11 @ 6:00 pm (ET) / 3:00 pm (PT)
Registration Deadline: Tuesday, April 9

(9) Comprehensible Input: The Next StepsReference Text: *The Big CI Book* - Ben Slavic

Date/Time: Thursday - May 16 @ 6:00 pm (ET) / 3:00 pm (PT)

Registration Deadline: Tuesday, May 14

(10) Advanced Placement Training: A primer

Date/Time: Thursday - June 13 @ 6:00 pm (ET) / 3:00 pm (PT)

Registration Deadline: Tuesday, June 11

ADMINISTRATOR OF THE YEAR AWARD

The AATF and Concordia Language Villages Administrator of the Year Award, to be given annually, is intended to recognize a school principal or superintendent who actively supports the study of French. Any AATF member in good standing can nominate an administrator for this award.

The winner of this award will have demonstrated a strong commitment to international education and intercultural understanding through support for the study of languages, including French, in his or her school or school district, support for innovative curricular and extracurricular programs which enhance the study of French, support for professional development specifically for language teachers, and support for a cross-disciplinary school- or campus-wide presence for languages. The nomination file should contain the following items: (1) an abbreviated CV (2 pages maximum) outlining the candidate's education and work experience, (2) a brief description of the language program(s) in the school or district (2 pages maximum), and (3) a letter from the nominating French teacher highlighting the administrator's commitment to supporting the study of French and his or her impact on the language program(s) described. All elements of the file should focus on addressing the traits listed at the beginning of this paragraph.

Applications should be received at AATF National Headquarters no later than December 1, 2018. 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 2019) 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@frenchteachers.org].

Vous êtes invités!

le samedi 13 octobre 2018

Atelier de formation professionnelle

Aux bureaux de l'AATF

302 N. Granite St., Marion, IL

De 8h à 15h15

Programme

- Atelier de cuisine martiniquaise
- Comment créer des leçons basées sur la communication
- Soutenir et protéger votre programme de français
- Enseigner avec les vidéos YouTube
- Modeler et faire des connexions au travers de l'étude de l'environnement, de l'histoire et des cultures en Martinique
- Rendre des échanges virtuels plus fructueux avec des sondages

Intervenantes

- Jayne Abrate, Secrétaire générale de l'AATF
- Catherine Daniélou, University of Alabama at Birmingham, Présidente de l'AATF
- Anne Jensen, San Jose State University, Présidente-élue de l'AATF
- Audra Merfeld-Langston, Missouri University of Science & Technology, Présidente du Chapitre AATF de Saint-Louis
- Ann Sunderland, Présidente honoraire de l'AATF

Les interventions seront répétées afin que chaque participant puisse assister à 3 ou 4 d'entre elles. Les documents de toutes les présentations seront disponibles à tous.

Les bureaux de l'AATF se situent à 5h de route de Chicago ou de Kansas City, à 4h d'Indianapolis ou de Little Rock, à 3h de Nashville ou de Memphis et à 2h de Saint Louis. Il y a 3 trains par jour de Chicago à Carbondale, IL (nous nous occuperons du transport jusqu'à Marion). Des informations concernant l'hébergement seront communiquées aux inscrits.

Les frais d'inscription: 50\$ par personne qui incluent tous les documents, le déjeuner et les transports locaux (si nécessaires). Le nombre de places est limité. Il faut être membre de l'AATF pour participer, mais vous pouvez devenir membre à tarif réduit en vous inscrivant à l'atelier. Vous pouvez vous inscrire à [https://store.frenchteachers.org].

Check out the AATF Materials Center<https://store.frenchteachers.org>

You will find numerous teaching manuals, promotional materials, items for National French Week, flyers, T-shirts, medals, in addition to Société Honoraire de Français materials.



À Votre Avis... a place to share ideas, thoughts, and practices

What is something that you plan to do differently in your classroom this year?

Sheila Conrad (IA): This school year, I would like to a) require volunteer hours for SHF and b) learn more about French and Francophone culture, incorporate it into my curriculum at every level, especially my Level IV that is lacking and outdated right now

Ariadne Livaditis (NY): To teach beyond my comfort zone. What I mean is to teach content I have never taught before and to embrace the challenges that may come. I want to offer my students a wholistic and more well-rounded representation of French. To echo Sheila Conrad about Francophone culture and what I learned from the Martinique conference sessions, about really teaching African countries separately and not doing what the kids do- referring to the entire continent as a whole country. I plan to do so with fairy tales.

Margarita Dempsey (RI): I need to do a better job with feedback - useful, helpful and timely feedback that will help improve my students' writing and speaking. There are many

things I need to work on, but feedback is going to be my focus.

Vanessa Kelley (ME): For me, sticking to the plan. Every year as it goes on I think of things I want to do differently based on my own feelings and student feedback. Then summer comes and I plan all these new ideas and changes that I am really motivated and optimistic about. But as soon as school starts and there is a hitch, I get nervous and back down on my plans and go back to my old ways, which always leave me feeling like I need to make changes. So all and all, I'd like to trust myself enough to trust my plans and hold myself to them.

Laurie Forsman (VT): More and more untargeted CI

Regina Symonds (MA): After the convention in Martinique, I am considering proposing a student trip to Martinique in the Summer of 2020!

Beckie Rankin (MA): I would like to give more feedback and fewer grades.

Jen Hoban (KY): Looks like there's a good chance I will get a brand-new classroom and will be able to choose my own furniture! So excited to make a flexible space for my students!

Karen Kuebler (MD): Thinking about how to create a more authentic classroom environment. I always "decorate" the classroom but want to be more intentional about choices and how they impact the overall experience of the students.

Our question for the November issue is: What are some creative ways you treat holidays while respecting the diversity in your classroom? Share your response via the AATF Facebook, NB Twitter @AATFNFB or email [nbeditor@frenchteachers.org]. Merci!

MIDDLE SCHOOL HONOR SOCIETY

The AATF and the *Société Honoraire de Français* (SHF) are pleased to announce the formation of a new honor society for middle and elementary school students. Full details can be found on the Honor Society Web page at [www.french teachers.org/jaf].

The new society, called *Jeunes Amis du Français* (JAF), was approved by vote of the SHF sponsors. The *Jeunes Amis du Français* will function similarly to the SHF. Any middle or elementary school teacher can request a JAF Charter for a one-time fee. Because of the diversity of middle school programs, a school must select the Cultural or Academic option. Each chapter must induct students at least once per year in order to remain active.

The sponsoring teacher must be a current AATF member.

There is a per student induction fee. Each student will receive a certificate attesting to his or her membership. Additional materials will be available for purchase.

Membership in the JAF does not imply membership in the SHF nor give the student the right to SHF materials.



Portrait Personification: Going Beyond the Typical Art Unit

Teaching for proficiency means preparing students for the globalized world in which they live by providing a pathway filled with real-life tasks and ludic activities that build real-life skills. My sophomore class curriculum (French IIIH, intermediate mid-high) is a survey of French history and happiness, so I try to integrate students into the time period whenever possible through the application of yesteryear's themes to today's world or through simulating events. For example, we become a town during the unit on the French Revolution in which everyone chooses a character and we decide why our community should (or should not) join forces with the rebels. Our post-Revolution unit dives into the explosion of art around 1900 on the topic *Comment se représente-t-on?* and students hope to “live” another story.

This Essential Question is inspired from the idea that artists represent the world in which they live, so I activate the students' creativity using a performance-based assessment personifying a masterpiece: the artwork representing itself. This process takes the social-emotional skill of perspective-taking to a new level as students research the artist and work of art to hypothesize how that *chef d'œuvre* would speak about itself, its biography, and its *raison d'être*. In an effort to explore how our choices (actions and words) represent who we are, the students made goals around these Can-Do Statements for the unit:

- I can identify the effect of absence, presence, exclusion, and irony
- I can describe and support my opinion about how I represent myself
- I can deliver a presentation about “my life” and purpose/role from the perspective of a French work of art

Our typical first day of the unit includes agreeing on goals and our academic conversation for the time period, during which students focus on how they imagine different people would have found happiness. Once students hear about the personification project, they are excited to get their hands into the structures and vocabulary necessary to do research on their artwork. In the most recent unit I taught this year, we began by watching a short clip on the overview of 19th century art. In a think-pair-share, students compared and contrasted the various art movements of the time period, for example impressionism, neoclassicism, and romanticism. Equipped with options and a creative project rubric, students selected a piece of Francophone art (music, sculpture, painting, garden, etc.) and “claimed” it by putting a photo on our shared presentation for class the next day. The most popular artists include Monet, Millet, Manet, and Van Gogh. The flexibility and choice empowered students to look more deeply into pieces of art that intrigued them rather than just choose one that easily fit the bill, though “Starry Starry Night” shows up in every class! Their presentational Can-Do statements were: “I can recount important life experiences” and “I can present a historically accurate analysis of my chosen artwork.” The students primarily worked on the project at home, watching selected videos and reading selected articles as they analyzed the biography and purpose of their chosen piece.

Over the next four days through fashion, paintings, music, poetry, and vignettes, we explored presence and absence in art, likes and dislikes of the time period, and perspective-taking. These experiences allowed students to practice presentational and interpersonal skills in class while they employed interpretive skills at home in research. Our communicative activities created learning pathways both in terms of language skills and cultural knowledge. For example, we read an excerpt about *les salons des refusés*, piecing together the irony of being labeled as “rejected” based on contemporary standards, only to be accepted into a new type of salon for exactly these types of paintings. In our discussions of Rimbaud's “Dormeur du val,” we talked about what the careful word choice (for example the specific flowers, the ironic double use of the word “trou,” the metaphoric imagery) and also what was omitted, most specifically the life-state of *le jeune soldat*. In analyzing different visual representations of Rimbaud's poem, students hypothesize what could and could not be in the image to give it the same feel as the poem. We took Rimbaud's perspective to explore his anti-militaristic sentiment cached in the poem and related all that back to our theme of representation. The various authentic resources we used were a contextualized springboard to discuss negation, which I incorporated later into their presentation feedback.

The day before their presentational summative performance assessment, we engaged in a TALK (Clementi & Terrill's Target language use, Accuracy, Listening and responding, Kindness in conversation) where students discussed in a structured way how teens today represent themselves. We debated tough questions, such as “does your interior need to match the exterior?” and “does what is in your life define your life?” This interpersonal evaluation is an easy way to provide feedback via the TALK rubric that I use while walking around to the various groups in the room.

Découvrez Philadelphie!

Congrès annuel de l'AATF du 14 au 17 juillet 2019

Finally, it was presentation day. Since the performance-based task was to impersonate the artwork they selected, many chose to “level up” by dressing up as the *personnage* portrayed [see photo of sophomore Marc C. right], humming the music, or wearing a mobile hat with “Starry Starry Night” celestial beings circling above. Each student shared their life story (who created them, when, where they have moved and why) and then why they are important. Within their analysis, students were able to bring in the cultural knowledge from the interpretive and interpersonal activities on history and art. One piece of the rubric hit the presentational norm of “keeping it together,” which for some students was more challenging than others. A few students had trouble shifting perspectives to talk about “my creator” and the museums “I have lived in” while other students took the impersonation piece too far and were unable to deliver the appropriate content. Motivated students were able to adapt their presentation to bring across the feeling of the piece of art; for example one student impersonated a painting of Napoleon and thus took on his hubris, and another student danced around the class using a high, airy voice as she hypothesized why Degas created her. Each presentation was unique and engaging; students were motivated to learn about the importance of the art and what it represented.



My students may never again be asked to personify a piece of art, and yet they walked away with valuable skills such as taking different perspectives and identifying how people employ different mediums and media to present themselves in different ways. These are the types of life skills that prepare students for a globalized world in which they will need to communicate with people who represent themselves in various and valuable ways.

Beckie Bray Rankin

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Rubric - presentational speaking (developed from Adair-Hauck, Glisan, and Troyan’s IPA Presentational Rubric)

	Exceeds Expectations	Meets Expectations	Working to Meet Expectations
Content	My content includes my biography and that of my artist, an analysis of my importance, and other important details specific to me.	My content includes my biography and/or that of my artist, my importance, and another important detail specific to me.	My content is vague, unclear, or incorrect.
Language Function & Text Type	I easily handle personifying a piece of art while using complex French - in particular, negation.	I can keep it together when referring to a piece of art as myself using standard French—including some negation.	I can mostly keep it together when personifying a piece of art using standard French—in particular, negation.
Text Type & Impact	I clearly organize my presentation to be rich in detail, engaging, and educative.	I can organize my presentation to share pertinent details.	I can organize my presentation to explain most salient information.
Comprehensibility	I am readily understood by a native speaker.	I can be understood by a native speaker.	I can communicate my main idea to a native speaker.
Language Control	I am precise and diverse in my language	I pay attention to language.	I make continued mistakes on learned language.

Back to School: Organizing Your Space

For years I pined away, wishing to have a classroom of my very own. I shot dirty glances at fellow colleagues who had spacious but uninspiring rooms, or worse, messy rooms. Here I am, on a hot sweaty day in August, sitting in my classroom, overwhelmed by the mess I created by rearranging, organizing, adding, and purging. My books need to be sorted and straightened. My supplies for the fall need to be counted and put away. I'm a little backed up on my filing (from last spring). My plants have seen better days. I have several bulletin boards that need facelifts. I look forward to the eventual sprucing up of the place.

Am I starting to resent the responsibility of all this space? Yes and no. What I'm doing now is painful, but in a few short weeks, it will all be worth it when this room is full of kids, eager to be back at school to see their old friends and make new ones. I want my room to be a place where they can learn and grow, show off their work, and admire the work of others. I want to create spaces where they can collaborate on projects or sit in solitude and get work done.

If you're lucky enough to have your very own classroom space, you might be contemplating these same issues. If you don't have your own classroom, can you work with the person with whom you are sharing the space? It doesn't hurt to ask. More than likely, that other teacher would love help in designing a better learning environment.



Some things to keep in mind:

1. **Resources area(a):** Remember that this is not just your room but the room of your students as well. Have an area where they can help themselves to basic supplies like tape, stapler, paper clips, paper, pencils, etc.
2. **Classroom library:** Even in this digital age, books are still a great resource. Be sure to have dictionaries and any books that are relevant to your discipline. Magazines are a great resource to have when quick students have downtime after tests or work is done.
3. **Workspace:** Be sure there is ample space for students to do work comfortably in class.
4. **Collaboration space:** Humans are social creatures. As such, we need to collaborate from time to time. Ensure that you have an area for students to get together to discuss projects or do pair/small group work. If you are short on space, can your chairs and desks/tables be easily rearranged to facilitate these types of discussions?
5. **Storage:** I'm a firm believer in the adage "Everything has its place." I'm blessed to have a lot of cabinets. I have colleagues who do not have anything, so they've had to get creative. I've seen some teachers hide things behind curtains.
6. **Esthetics:** It doesn't take a lot of money to make a classroom homey. A few cheap plants and posters can really spruce up even the dullest of spaces. As the years progress, give curatorship to your students. Display their work. Enlist students to care for plants or decorate bulletin boards. A word of caution: try not to overdo it with decorations and make the place overstimulating.
7. **Change:** Don't feel like you have to keep things the same all year. If something isn't working for you, change it. Ask your students what they think of the space. What works better for them?

Just as every child has the opportunity to make a fresh start every year, so do I, and so does my classroom. The kids I have from year to year like to come to a spot new things or differences.

Sure, I could leave things the same, but where's the fun and interest in doing that?

For more Back to School resources for world language teachers, please go to <https://nathanlutz.org/blog>

Nathan Lutz

Kent Place School

[lutzn@kentplace.org]

AATF OUTSTANDING STUDENT AWARDS



Beginning in 2003, the AATF established an **Outstanding Senior in French Award**. Any public or private second-

ary school or college/university student with a French teacher who is an AATF member may participate.

To qualify for the award, a student must:

- have maintained an “A” average in French;
- have maintained a “B” average overall;
- be in his or her senior year at a public or private secondary school or at a public or private college or university;
- have demonstrated exceptional commitment to the study of French by participating in extracurricular

activities related to French which may include but are not limited to the *Grand Concours*, study abroad, National French Week activities, Société honoraire de français (for high school students) or French Club, Pi Delta Phi (for university students), tutoring;

- at the time of graduation, have completed at least three years of formal French study;
- be a non-native speaker of French;
- be nominated by an AATF member.

Outstanding seniors will receive a certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the principal or dean, and the student’s name will be placed on the AATF Outstanding Senior Honor Roll on the Web site. The registration fee for the award is \$25. For an additional \$10 fee, students can also receive an Outstanding Senior in French medal.

We also have the AATF **Excellence**

in French Award. This award can be made to any number of students at any level. There are no specific requirements beyond the teacher’s recommendation.

Students receiving this award will receive a certificate acknowledging their award and a press release to distribute to local media. and a congratulatory letter will be sent to the principal or dean. The registration fee for this award is \$25. For an additional \$10 fee, students can also receive an Armes de Paris medal.

There is no deadline for either of these awards. The nomination form is posted on the AATF Web site. Nominations can also be made through the Online Store [<https://store.frenchteachers.org>].



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 Christy Brown, Secretary SHF, AATF, 302 North Granite Street, Marion, IL 62959-2346;

phone: 607-821-2120; fax: (815) 310-5754; email: [shf@frenchteachers.org], or from the AATF Web site at [www.frenchteachers.org/shf].



SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information up on the Web site at [www.frenchteachers.org/shf]. You will see the link to information about starting a chapter, including the form, a sample constitution, suggestions for initiation ceremonies and the form to report new student initiates and information on ordering supplies. Charters and materials can now be ordered through our on-line store. We hope this will facilitate your communication with the Secretary Christy Brown who can be reached at AATF *Société Honoraire de Français*, 302 N. Granite St., Marion, IL 62959-2346; phone: (607) 821-2120; fax: (815) 310-5754; email: [shf@frenchteachers.org]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

AATF 2018 FUTURE LEADERS FELLOWSHIP PROGRAM

The eighth year of AATF's Future Leaders Fellowship Program took place in La-Pointe-du-Bout, Martinique one day prior to the annual national convention held there. The group consisted of six participants from across the country who worked together to develop their leadership skills and learn more about the national organization's mission, goals and activities. This training was provided in order to enhance their skills as chapter leaders and hopefully to pique their interest in working on the national level.

AATF Past-President Ann Sunderland had the idea for this particular program because she saw the need for building and increasing leadership capacity at the chapter level. Her vision has become a carefully articulated series of sessions that bring leaders together each year before the start of the annual conference.

This year, the six Future Leaders Fellows represented six different chapters: Dawn Fiorilli (New Jersey Chapter), Cynthia Matthews (Maine Chapter), Cristina Kubicki Ivanov (Central Florida Chapter), Thomas Sapp (Chicago/Northern Illinois Chapter), Henriette Sindjui (Maryland Chapter) and Heather Tedder (North Carolina Chapter). Janel Lafond-Paquin (Eastern Massachusetts Chapter) led the program for the fifth consecutive year.

The Future Leaders program aims to assist participants in honing their leadership skills in order to best serve their members. It focuses on member recruitment and retention while at the same time reviewing chapter guidelines and the duties and responsibilities of elected officers. The cohesiveness of the group allows for much sharing of ideas and strategies that they can in turn bring back to their own chapters.

Before the actual meeting day in La-Pointe-du-Bout, presenters from National shared their expertise during two three hour webinars on July 2 and 3. Presentations by various people who work on the national level gave participants a wealth of information on the workings of the national organization. On Day one, Jayne Abrate, Executive Director of AATF, welcomed the leaders and spoke of the organization's relationship with JNCL, ACTFL and regional and state organizations. Ann Sunderland, past AATF president and founder of the program, reflected on her professional career that led her to her election as president of the largest organization of French teachers in the world. She also spoke of the *Société Honoraire de Français* and its new middle school program and gave the leaders a summary of the *French Review* and its contents. Day one ended with Catherine Ousselin's engaging presentation that provided a wealth of technological information and social media linked to the AATF website that help keep the organization in the technological mainstream.

Day two began with Lindsey Gibson, Administrative Assistant, who spoke of AATF at the national level and presented to the leaders a variety of resources that they could use in their chapters. Lisa Narug talked about her work as director

of the National French Contest and summarized the results of *Le Grand Concours*. Katy Wheelock, Representative for Region III, shared with leaders the Exemplary Program for schools. Megan Diercks, editor of the *National Bulletin*, spoke of the publication and encouraged all to submit articles. Anne Jensen, newly-elected president of AATF, shared her expertise on the role of a regional representative.

During the face-to-face portion in Martinique, the program's director Janel Lafond-Paquin covered topics including leadership, chapters, and recruitment and retention of members. Leaders also were given the opportunity to participate in small group discussions at different times throughout the day. They learned about their own chapters through exploration of their chapter constitution and had the opportunity to explore the revised AATF website [www.frenchteachers.org] through an activity that they completed prior to their arrival in Martinique.

Beyond their commitment to becoming chapter officers or continuing in such a role, the Future Leaders were required to develop a project that they pledged to carry out at the chapter level in the coming year. Many of the leaders chose to organize a session to be presented at their state conference highlighting the benefits of AATF membership as well as implementing activities to recruit new member. Others are looking to update their website and/or their constitution.

With regard to this year's program, everyone expressed that their own participation will help them tremendously as they go back to their chapters and use what they have learned to make a difference with their own membership. They spoke of the enormous amount of information that they had received both online and in person. They were amazed by all the ways that national supports chapters and the opportunity to network with other committed colleagues. In summary, the common recurring themes were "very supportive environment," "very informative," and "lots of good ideas."



Left to right: Henriette Sindjui, Cristina Kubicki Ivanov, Cynthia Matthews, Thomsa Sapp, Dawn Fiorilli, Heather Tedder.

Janel Lafond-Paquin

Director, Future Leaders Program

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REMINDER: IMPORTANT DEADLINES AND DATES

- November 15 Deadline for the National French Week Contests (See page 19)
December 1 Deadline for proposals for the AATF Convention in Philadelphia (see page 6)
Deadline for nominations for Outstanding Administrator (see page 33)
February 1 Deadline for nominations for the Ludwig Excellence in Teaching Award (28)
February 15 Deadline for Exemplary Program applications (see website)
March 1 Deadline for applications for the Valette Legacy Award (see website)

AATF ELECTIONS

This fall we will hold elections for President-Elect, Vice-President, and for Regional Representative in Regions II (New York & New Jersey), IV (Southeast), and IX (Northwest). Voting will be online. Instructions on how to vote will be enclosed with your 2019 Dues Renewal Notice (mailed in September). Those who cannot vote online may request a paper ballot by sending an email to [\[ballots@frenchteachers.org\]](mailto:ballots@frenchteachers.org) or calling (815) 310-0490.

July 14-17, 2019
Philadelphia



Watch for updates:

www.frenchteachers.org

“Le Français à Philadelphia: Interculturalité dans la ville de l’amour fraternel”