

# NATIONAL BULLETIN

## L'ÂME DE NOTRE-DAME

La fin du jour  
Une messe en cours  
Le quinze avril  
Un «Au secours!»

Un incendie  
Qui change la vie  
D'un peuple uni  
D'une ville chérie

La flèche prend feu  
Devant nos yeux  
L'église en flammes  
Un lieu précieux

Le toit s'écroule  
L'histoire se déroule  
Les gens en larmes  
Une triste foule

Le lendemain  
Le jour s'en vient  
La cathédrale  
N'a pas pris fin!

Un peu d'espoir  
Après le soir  
La croix qui pend  
Sous cendres noirs

Les cloches qui sonnent  
Une sainte couronne  
Les vitraux roses  
La foi nous donnent

La vieille structure  
Des tours, des murs  
Une cathédrale  
À belle toiture

Vaincront les flammes  
Les cendres, les larmes  
Quand renaîtra  
Chère Notre-Dame!

le 23 avril 2019

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AMERICAN ASSOCIATION  
of TEACHERS of FRENCH

NATIONAL FRENCH WEEK  
CONTESTS ..... 26

SALUT LES JEUNES!... 12

ENGAGING UNIVERSITY  
STUDENTS OUTSIDE OF  
CLASS ..... 23

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# IN THIS ISSUE

Message de la Présidente.....	3
Message de la Secrétaire générale .....	5
Executive Council .....	7
Highlights of the Philadelphia Convention .....	9
Providing Comprehensible Input Through a Classroom Library .....	10
Salut les jeunes!.....	12
Jeunes Amis du Français.....	12
Using Social Media and Skype to Connect Students with the Francophone World .....	14
The French at the Fort .....	15
A Halloween Lesson Plan for One Song at Multiple Levels .....	16
Reinvigorating French Programs .....	18
Société Honoraire de Français.....	20
Administrator of the Year Award .....	20
Call for Proposals for Trois-Rivières .....	21
SHF/JAF Highlights of the Spring 2019 <i>Élan</i> .....	21
What's New in the <i>French Review</i> ?.....	21
Engaging University Students Outside of Class .....	22
2019 Future Leaders Fellowship Program.....	24
Le Grand Concours: Deux ou trois mots à ce sujet.....	25
2019 National French Week Contests .....	26
Chapter News .....	27
Members' Notes.....	27
2019 AATF Award Winners .....	28
Commissions .....	30
Materials Center .....	31
Regional Reports .....	32
À votre avis.....	34

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## MESSAGE DE LA PRÉSIDENTE

It is my pleasure as the AATF president to welcome you back to the 2019-2020 academic year. By the time you receive this issue many of you will have already been teaching for a month, some for several weeks, and others will begin teaching closer to the end of September. I am hoping that you had a relaxing and fruitful summer with time to spend with family, friends, and colleagues.

### THE IMPORTANCE OF SUMMER

Very often, the general public does not understand how important summers are for teachers. Throughout the traditional academic year, there are periods of stress related to grading periods, final exams, and other student crises. By the end of the academic year, most teachers are fairly exhausted and look back on the year, usually with pride, but almost always with some regret about what could have been done differently. This is why summer breaks are so important for us: they allow time to reflect upon the school year, learn something new, collaborate with colleagues, and, of course, travel if possible.

Reflection about one's practice is probably one of the most essential skills for teachers to develop. Unfortunately, due to the pace of the academic year and the stress involved in teaching daily classes and/or conducting research for a publication, many teachers and professors do not have the time to reflect upon their practice. Many academic institutions do not necessarily value reflective time and instead add more responsibilities to the heavy academic load of the average French teacher or professor. I never realized how little time I took to reflect during my years of teaching high school French until I went through the experience of preparing for National Board certification. This process led me to think about my curriculum, students, and

community relationships in a very different way. I realized that although students loved my classes, I had not really thought about how meaningful or relevant the curriculum was for them. I began to think more closely about facilitating student engagement, developing thematic units, and using authentic resources. From that point on, I made notes throughout the academic year related to specific units or assessments I would further develop in June or August to move toward more performance-based teaching and learning. Reflection became much more a part of my practice.

### REFLECTION AND FUTURE TEACHERS

Currently I work in the field of world language teacher preparation at San Jose State University and, in that role, I help teacher candidates practice reflection throughout their student teaching. Most states now also require teacher candidates to pass the edTPA (or the CalTPA in California). These assessments require teacher candidates to develop unit plans and assessments, teach them, and then reflect upon the success of their students. Under the guidance of university supervisors and mentor teachers, the teacher candidates work hard during this preparation phase to meet the standards required by the edTPA and CalTPA and develop the capacity to reflect upon their teaching. The hope is that this practice will continue once the candidates are employed full time. However, we all know that teaching four or five levels of French in a high school or teaching four upper-division university classes does not leave much time for truly reflective teaching. Again, this is why summers often become the time for teachers to think about what went well, what to change, and to develop curriculum that is more engaging and relevant to their students.

Summers also provide us with the opportunity to learn something new and collaborate

« **Our former students will always remember their experiences in France with their teacher.** »

with colleagues. The AATF provides ample opportunities for French teachers to meet each other, collaborate around a project, and learn new ideas to use in their classrooms. Our Philadelphia convention brought together over 300 teachers from all over the country. Our theme, "Le Français à Philadelphie: Interculturalité dans la ville de l'amour fraternel," provided participants with many workshops and sessions to further develop the notion of interculturality. Our keynote speaker, AATF Past-President Marie-Christine Koop, gave an excellent introduction to the history of the *Organisation internationale de la Francophonie (OIF)* and its role in developing intercultural understanding. Throughout the conference I attended many sessions that were inspiring and thought-provoking. The program offered a wide variety of topics, such as cinema, technology, intercultural "can-do" statements, literature, authentic resources, and so many more. I also had the opportunity to meet French teachers at the AATF booth, have lunch with commission chairs, and award plaques to members whose work we honored. The convention was exhilarating and exhausting, but my passion for teaching French was reinvigorated throughout the days I spent with colleagues in Philadelphia.

Many members who could not attend the Philadelphia convention found other ways to enrich their teaching and share with colleagues.



A number of our colleagues participated in the AP French exam reading and learned much from this experience. Others participated in summer seminars sponsored by state world language organizations, language acquisition centers, or ACTFL. Other members were recipients of AATF scholarships and spent two weeks in Nice, Normandy, or Belgium at pedagogical centers. All of these experiences provide much-needed enrichment and reflection time after the hectic academic year.

## SUMMER TRAVEL

In addition to spending time in the summer to reflect and participate in conferences or pedagogical seminars, summer travel to a francophone country with students or to further enrich oneself in the language and culture is also an important endeavor for French teachers. I no longer take students to France since I retired from teaching at the high school. However, I have so many fond memories of over 15 trips with students throughout Europe during my high school teaching career. Seeing my students use their French in real-life situations was one of the most rewarding aspects of my professional life and I am still in contact with students I took to France over 20 years ago who have acknowledged how much the trip to France changed their perspective. Those students who traveled with me in the

summer came back to my French class in the fall truly inspired to continue learning French and then study in France once in college. Changing student perspectives and allowing them to see the world through a different set of eyes is one of the most important contributions we can make as French teachers. Our former students will probably forget the subjunctive, but they will always remember their experiences in France with their teacher.

When I was teaching, I purposely did not travel with students to France every year. First, it is a lot of work taking 20 or 30 students to France, and the responsibilities can be exhausting. Secondly, I also knew that as a non-native speaker of French I needed to spend every other summer immersing myself in the French language in a francophone country. When I first started teaching and was paying off student loans, I applied for scholarships, travel awards, and other ways of funding my return to a French-speaking environment. I received several French government awards and California language teacher awards that helped offset the cost of my travels. I realized that leaving the school environment and immersing myself in French was extremely important, particularly due to proficiency issues. Even if you follow the ACTFL guidelines and use the target language 90% of the time in your classroom, it

is impossible to stay at the Advanced High or Superior proficiency level unless you immerse yourself in a linguistically challenging environment. For this reason, I sought out a variety of *stages pédagogiques* in France as well as master's degree programs to strengthen my proficiency. When I did not attend a formal summer seminar, I spent time with French friends, explored Francophone countries, and absorbed as much as I could. I always came back to class in the fall with new insights, recipes, and experiences to share with my students. Travel also provided the opportunity to relax, refresh, and face the challenges of the new academic year with renewed energy and enthusiasm.

In conclusion, I hope that whatever you did this summer proved rewarding and enriching in your own life and that you have the energy and enthusiasm to share your love of the French language and target culture(s) with your students. I support you in your work this year and hope that the AATF resources will help you in this noble endeavor.

► **Anne Jensen**  
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# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

## CONGRÈS DE TROIS-RIVIÈRES

L'AATF tiendra son 93<sup>e</sup> congrès annuel à Trois-Rivières, Québec du 15 au 18 juillet 2020. Trois-Rivières se situe à mi-chemin entre Montréal et Québec sur les rives du Saint-Laurent. L'hôtel Delta Trois-Rivières-Conference Center est bien situé au cœur du centre historique. Nous travaillons avec des partenaires locaux afin de planifier un programme de qualité et des excursions et activités intéressantes, y compris des visites au Village des Bûcherons, aux Forges-du-Saint-Maurice et à Boréal.

Si vous voulez soumettre une proposition pour une intervention, le thème du congrès sera «Immersion culturelle et nouveau pédagogique: l'AATF à Trois-Rivières». 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. Nous envisageons, comme en 2015, d'offrir une option navette pour le transport entre l'aéroport de Montréal et le site

«**Les volontaires permettent à l'AATF de vivre, d'évoluer et de toujours être en bonne santé.**»

du congrès en plus des moyens de transport existant. La ville se trouve à quelques heures de voiture des grandes villes du nord-est, et son magnifique Pont Lavolette (à droite) permet une traversée impressionnante du fleuve. Dans quelques semaines, nous créerons éga-

lement 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.

Cette année vos cotisations nous ont permis de lancer une campagne de renouvellement de l'AATF. Comme vous avez dû remarquer sur le site web et dans ce numéro, notre look a changé. Nous entreprenons une grande campagne de promotion avec une agence québécoise qui s'appelle Absolu. En travaillant de pair avec leurs experts, nous sommes

en train de revoir toutes les opérations de l'AATF afin de les rendre plus porteurs et plus efficaces. Le site web n'était que la première étape qui sera suivie du remaniement de notre boutique, d'un re-design de nos publications et d'une campagne publicitaire par médias sociaux, tant au niveau national qu'au niveau des chapitres. Nous prévoyons d'avoir tout en place au courant de l'année 2020.

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 intéresserait, dites-le-nous. Les chapitres et les commissions (voir page 30) sont toujours à la recherche de volontaires. Pensez à devenir *Future Leader* (voir page 24). Inscrivez vos élèves au Grand Concours (voir page 25), organisez un chapitre de la Société Honoraire de Français (voir page 20) ou participez au Congrès de Trois-Rivières (voir page 21).

## AUTRES CONGRES

Si vous assistez au congrès d'ACTFL qui aura





lieu à Washington en novembre, passez au stand de l'AATF. Au printemps nous serons présents aux congrès régionaux de Northeast Conference (New York City), de Central States (Minneapolis, MN), de SCOLT (Mobile, AL) et de SWCOLT (Anaheim, CA). 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 (voir page 7) 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 (voir page 30) 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 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  
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## 2019 AATF EXEMPLARY PROGRAMS

Congratulations to these schools and their excellent teachers and administrators.

### Exemplary with Distinction

Loyola Academy, Wilmette, IL  
AATF member: Thomas Sapp

St. Luke's School, New Canaan, CT  
AATF member: Jon Shee

### Exemplary with Honors

Glacier High School, Kalispell, MT  
AATF member: Stephanie Hill

Parker High School, Janesville, WI  
AATF member: Andrea Behn

Ralston Valley High School, Arvada, CO  
AATF member: Andrea Leslie

University Prep High School, Seattle, WA  
AATF member: Holly Woodson

### Exemplary

Amity Regional High School, Woodbridge, CT  
AATF member: Ashley Caron

Clover High School, Clover, SC  
AATF member: Jennifer Reschly

## AATF SUMMER SCHOLARSHIPS

The following AATF members received scholarships for summer professional development programs in France and Belgium.

### France

Amy Phillips (Chicago/Northern Illinois)

### Wallonie-Bruxelles International

Kristen Gupta (MN)

Alisha Reaves (IN)

### French in Normandy

Jenny Hopkins (MN)

### Francophonie Nice

Virginia Gilmore (NY)

Kenya Madison-Gabler (Chicago/Northern Illinois)

Anolan Hernandez (Saint Martin)

Julia Angeles (Northern California)

### Walter Jensen Scholarship for Long-Term Study Abroad

Mercy Fulton (IN), student of Jessica Jensen

# 2019 EXECUTIVE COUNCIL

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### PHILADELPHIA DICTÉE RESULTS

Félicitations aux gagnants et remerciements à tous les participants.

1. Randa Duvick, Valparaiso University (IN)
2. Monique Wong, Aubrey, Vancouver, Canada
3. Nathalie Brown, St. Martin's Episcopal School (GA)
4. Susie Hennessy, Inderkum High School (CA)
5. Henriette Sindjui, Baltimore International Academy (MD)
6. Brian Kennelly, California Polytechnic University
7. Eileen Walvoord, Chicago (IL)
8. Patricia D'Andrea, Academy of Notre Dame de Namur (PA)
9. Sandra Valnes Quammen, Duke University (NC)
10. Lauren Schryver, Castilleja School (CA)
11. Elaine Burg, Worcester Prep (MD)
12. Jody Lubbers, Plano Senior High School (TX, ret.)





# HIGHLIGHTS OF THE 92<sup>ND</sup> ANNUAL AATF CONVENTION

PHILADELPHIA, JULY 14-17, 2019

The AATF Convention was held at the Sheraton Society Hill Hotel in Philadelphia and had as its theme, "Le français à Philadelphie: Interculturalité dans la ville de l'amour fraternel."

The Executive Council met one day prior to the convention on July 13. In addition, the ninth Future Leaders Fellowship Program with eleven participants was also held under the able direction of Janel Lafond-Paquin (page 24). Also on July 13, two groups of participants attended pre-convention excursions to the Barnes Museum and Longwood Gardens organized by our Local Committee under the leadership of AATF Past-President Mary Helen Kashuba, SSJ.

The convention opened officially on Sunday, July 14. AATF President Anne Jensen welcomed attendees. Following her remarks, she then introduced Marie-Christine Koop who spoke about the history of the *Organisation internationale de la Francophonie* on the occasion of its 40<sup>th</sup> anniversary.

Immediately after the *séance plénière*, 125 enthusiastic *congrégistes* attended the Welcome Luncheon. In the afternoon, they could select from seven workshops. Another group

was able to take a Trolley Tour of French Philadelphia, and everyone enjoyed the opening wine and cheese reception in the exhibit hall where our exhibitors welcomed them.

The next two and a half days were full days of sessions. During the breaks, members were able to visit our exhibitors (see the exhibitor page on the website <https://www.frenchteachers.org>), and two raffles were organized. Members also participated in the 13<sup>th</sup> annual *Dictée* organized by Past-President Catherine Daniélou (See the list of winners left, along with many participants enjoying the convention).

On Tuesday evening, we held the Awards Banquet where those receiving recognition for their achievements in 2019 were honored. These included outgoing Executive Council members: Catherine Daniélou (Past-President) and Marie Schein (Region VII Representative) who will finish their terms on December 31, 2019. We also welcomed three new honorary members: the Council for the Development of French in Louisiana (CODO-FIL), Cameroonian author Angèle Kingué, and Johanne Whitton, *PDG du Centre de la Francophonie des Amériques*.

Among the award recipients were Laura Walker (VA), Rebecca Blouwoff (MA), Tina Irish (WA), Marie-Magdeleine Chirol (CA), and Randa Duvick (IN) who received the 2019 AATF Dorothy S. Ludwig Excellence in Teaching Awards (see page 28), Outstanding Chapters for 2019 (see page 6) and Outstanding Chapter Officer Fred Gitner, Metropolitan New York Chapter (see page 28), were recognized. We also honored the third recipient of the Rebecca & Jean-Paul Valette AATF Legacy Award, Brian Wopat (see page 28) and the winner of the AATF / Concordia Language Villages Outstanding Administrator Award, Cathy Trevathan (Little Miami High School, OH, see page 28).

On Tuesday afternoon, the meeting of the Assembly of Delegates was livestreamed, followed by online voting, to enable more chapter representatives to participate. In addition to sessions, attendees were also able to explore the surrounding community with two different walking tours of Historic Philadelphia and Society Hill. Post-convention, two groups participated in excursions, one to the Philadelphia Art Museum and another to the Nemours estate, and eleven members headed to New York City for a guided tour of the U.N., a visit to the Metropolitan Museum of Art, and dinner in a French restaurant.

We would like to thank the following individuals whose help was invaluable in organizing the convention: our wonderful Local Committee: Jennifer Brandabur, Jean Copeland, Rita Davis, Valérie Gasbara, Edith Guay, Rochelle Ostroff-Weinberg, Sarah Thatcher, and of course, Mary Helen Kashuba, SSJ. Our staff members helped make the convention a success, Lindsey Gibson, April Anthony, Linda Barth, and Cécile Ferrero, as well as Christy Brown who helped throughout the planning process. They were aided in their work by the members of the Executive Council (see page 7), Doug Heimann, our AV tech, and the hotel personnel. 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 Trois-Rivières, Québec.

• **Jayne Abrate**  
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# CLASSROOM ACTIVITY

## PROVIDING COMPREHENSIBLE INPUT THROUGH A CLASSROOM LIBRARY

Do you need an idea for integrating literacy, using a classroom library, encouraging presentational speaking and writing, that also gets kids excited about being French language students on a Monday? Let me share with you how *Lecture Lundi* has changed life for me and for my French II students. What is *Lecture Lundi*?

1. Students and I read something of our choosing in French.
2. Students and I repeat phrases that are useful for conversing about our reading experience.
3. Students practice speaking about their reading experience using the phrases.
4. Students practice speaking again with each other.
5. Students practice speaking again as a whole group.
6. Students write about their reading experience.

So, every Monday, my Level II students

attempt some interpretive reading, presentational speaking and presentational writing as part of this activity.

Let me share more details about how it works:

1. I have a cart with various children's books held in my classroom. Some have pictures with a few sentences per page. Some are chapter books. Some are novels. I also have a number of *1 Jour 1 Actu* magazines and some *Bien Dire* magazines.
2. On Mondays, I pull out the cart. As students arrive, they choose 2-3 books or magazines that they are interested in reading. I choose a book as well.
3. I display a timer on the screen, and we all read, quietly for 15 minutes.
4. When time is up, I put up a list of various useful expressions for discussing what we have read. Every Monday after reading, we repeat these phrases together.

Racontez votre expérience à Mme Viswanath et à votre partenaire.

### Expressions utiles – useful

**j'ai lu** – I read, I have read

**j'ai compris** – I understood, I have understood

**je lisais** – I was reading

**je comprenais** – I was understanding

**je regardais** – I was looking at

**Attendez...laissez-moi chercher** – Wait, let me look.

**je pensais que** – I was thinking that, I used to think that

**je pense que** – I think that

**à mon avis** – in my opinion

**un personnage** – a character

**j'ai trouvé que** – I found that

**j'ai vu** – I saw

**j'ai découvert que** – I discovered that

**je trouve que** – I find that

**je trouvais que** – I was finding that, I used to find that

**j'ai appris que** – I learned that

**j'apprenais** – I was learning

**je connais** – I'm familiar with, I know (someone, someplace)

**je comprends que** – I understand that

**je crois que** – I believe that

**l'écrivain(e)** – the writer

5. I put up a two-minute timer. I ask students, all speaking out towards me at the same time, to use the expressions to tell me about their reading experience. I tell them that it will be awkward, because everyone will be talking to me at once, but it is practice for when they speak to a partner..
6. Then in pairs, for five minutes (also timed) they have to converse in French with a partner about their reading experience.
7. I ask for volunteers to tell me about what they read. We do a bit of show and tell, and students talk about their books.
8. I ask students, for homework, to write 120 words about their reading experience.





We do this every Monday. Students are already becoming familiar with the variety of present, *passé composé*, and *imparfait* expressions. They cannot identify the verbs as *passé composé* or *imparfait*, but I do not need a student to tell me what tense a verb is. I need them to be able to use the verb in conversation.

Are there setbacks? Of course! I caught a student on his phone rather than reading. I have caught students sleeping because it gets SO quiet during reading time. Sometimes, I catch pairs discussing in English rather than in French. But these setbacks will happen no matter what initiatives we try. I don't focus on these moments. Instead I get excited about the moments when the entire class is engaged and when I hear students laugh or express surprise about what they have read. I am extremely complimentary to those students who DO express ideas in French. And I love it when students are still engrossed in conversation even as they are leaving my classroom. Focus on the positives, *mes amis!*

I use this only with Level II students. This year's Level III class, after having participated on Mondays last year, is much more aware of the differences between finished and continual past than any class before them. For Level III, I would like to use the same list of expressions for discussing the process of reading. Instead of using the classroom library, I would have them use the expressions to facilitate discussion after reading articles as parts of our units. I do not plan on using the classroom library with other levels, but I do feel like I can encourage discussion in the same ways using other materials. I could do this with Level I if I wanted to. The important thing is NOT to get caught up in explaining grammar—just get students to use the phrases in discussion.

The students do come in sleepy on Mondays,

and silent reading has the potential to make them even more sleepy. So, we are honest about that. We talk openly about how it is human nature to get distracted. The truth is, my mind wanders when I read, too. We talk about how that's ok, as long as we are aware of it and refocus ourselves as soon as possible.

This initiative has given students many wonderful opportunities to feel proud about their use of French. They feel great when they can summarize a story to the whole class and when they are able to read and understand parts of something above their level. And, as a teacher, it creates chances for me to compliment students and remind them about how reading in another language IS possible. It is so important for us to get students exploring resources in French—books, websites, videos, films—even if they are beyond their level of comprehension. It is our job to pass on the message that learning a language takes baby steps, and that, with time, expression and comprehension in French ARE possible.

*Lecture Lundi* is an amalgamation of several ideas I had on the back burner for many years.

1. For years, I had been buying boxes of used French children's books from eBay with the idea of starting a classroom library. They sat in boxes in a closet because I never really knew how to use them, how to start a reading routine in my class. I was also afraid to interrupt my curricular routine with something that the students wouldn't be excited about. And I wasn't sure what to make the students do after reading—projects? videos? written summaries? I didn't want a lot to grade after this.
2. I attended an eye-opening session about Comprehensible Input strategies held by Tina Hargaden and Ben Slavic. This

session reminded me that input matters and takes time and that students of language need to read and listen in order to acquire language. As part of this session, Tina talked about her strategies for incorporating reading in the classroom. She would have students read every day, just for the joy of reading, with no other expectations. I do have colleagues who use this approach in class.

3. I, for several years, had let go of the idea of teaching grammar traditionally. Instead, I had been teaching verb conjugations and other grammatical structures as part of a vocabulary list. For example, a unit on hockey would include in the unit vocabulary list nouns (*un chandail, un casque*) but also grammatical structures (*je joue, je jouais*). I stopped using verb charts and drills to teach verbs, opting to include lots of listening and reading activities that I personally created, using the terms in the vocabulary list. I wanted to find even more ways to incorporate this concept of grammar as vocabulary terms.

This has been one of the most rewarding and effective routines in my classroom. I encourage you to try it. Start small. Start by collecting stories. I have found good deals on eBay, the local Salvation Army, Half Price Books, garage sales, Friends of the Library book sales, and even used books on Amazon. I even have students write stories. I collect them and put them in plastic page protectors and add them to my library. Focus on collecting books/magazines before you begin, because having students choose what they read is an important part of this process.

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# SALUT LES JEUNES!

## AU SUPERMARCHÉ

*La nourriture* has its place at every level of language learning since it provides a springboard to not only vocabulary acquisition but also to opportunities for cultural observations and an introduction to various grammatical structures. Food vocabulary can be presented easily with the real thing or with pictures to avoid English in the lesson. FLES and middle school teachers (as well as high school) have multiple games to ensure vocabulary retention without the students feeling there is any drill.

Some classic activities that do not rely on the written word begin with simple: "j'aime / je déteste." This permits the teacher to introduce the target vocabulary with simple repetition and some physical response to ensure focus. The teacher holds up an object (picture) pronouncing the words "les bananes, Vous aimez les bananes?" Using choral response first to build confidence and later moving to individual students, students respond by jumping up with hands twirling on their stomachs: "J'aime les bananes" or conversely, remaining seated and stomping a foot with "Je déteste les bananes!" Without needing a detailed grammatical explanation,

students are establishing a pattern providing the definite article with nouns used as categories, a concept not used in English.

In France as in the U.S. objects often take on their identity from a brand name, much as we have with Kleenex, for example. A shopping

### « Qu'est-ce qu'il y a dans le caddie? »

cart in France is *un chariot*, but many people use the brand name, *un caddie*, when they go to the store. I have a doll-sized shopping cart, but a box with a picture of a shopping cart works just as well for practicing basic food vocabulary. Though the younger students don't need to examine the grammar, their brain will absorb the use of indefinite articles or participles with a game. Begin with "Qu'est-ce qu'il y a dans le caddie? Dans le caddie il y a une pomme." Make it an accumulation challenge by passing *le caddie* from student to student requiring that they identify each item placed in

the cart plus adding one, making the challenge grow until the last student. Make it silly by adding something surprising: *une souris, un serpent ou un éléphant!*

To permit individual practice with a partner and then at home, my students made a paper shopping cart (folding the bottom of the image on the facing page and taping the sides with *le scotch* to hold the pictures) and cut out images (available easily on line) to slide into the slit of their own *caddie*. Create your own to reflect the vocabulary in your lesson.

What are some of the activities you use in the classroom to ensure oral communication? Share with other FLES teachers for future *Salut les jeunes* articles. Send your ideas to [mmemiller@aol.com; 74 Tuscaloosa Avenue, Atherton, CA 94027] or Karen Kuebler at [kkc-danser@verizon.net]

#### ► Elizabeth Miller

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DANS MON CADDIE IL Y A ...



(PLIEZ)

### JEUNES AMIS DU FRANÇAIS 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 <https://www.frenchteachers.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.



# USING SOCIAL MEDIA AND SKYPE

## TO CONNECT OUR STUDENTS WITH THE FRANCOPHONE WORLD

The world language classroom certainly is different than when I was a high school student about 20 years ago. Though social media and technology have their negative sides, now more than ever it is easy to connect with the world around us. We as teachers can truly make the French language and culture come alive for our students and have them use the language the way it was intended—to interact with native speakers. I have used Skype since my first year of teaching, although not always successfully. Never again will I contact campgrounds in France to inquire about parking prices, hours, and activities. Luckily, none of my students that year understood what *un terrain naturaliste* meant.

In order to bring the Francophone world to my classes and to my French Club, I use social media to reach out to French-speaking people to ask if they would be willing to meet or speak with my students. Most of them are surprisingly receptive and willing to offer their time. The French Club has met Yelle and interviewed lead singer Julie Budet before a concert in Chicago (see photo below). They

have spoken French with NBA players Rudy Gobert and Thabo Sefolosa (photo on facing page). In AP French, at the conclusion of our unit on *Oscar et la Dame Rose*, for a few years in a row we Skyped with Amir Ben Abdelmou the man who starred as Oscar in the film. This year, I reached out to Michelin star chef Ade-

« You never know where the journey will take them. »

line Grattard, one of the chefs featured in the Netflix series *Chef's Table: France*. I asked her if she would be willing to let my French V students interview her at the conclusion of our unit on gastronomy. I heard back almost immediately, and she agreed. My students didn't believe me when I told them. They thought they would be practicing French with one of my friends that I had asked to pretend to be Adeline. When we heard the familiar Skype beep signaling an incoming call and they saw her on screen, they were shocked. They were also scared—I, too, get nervous when I speak

on the phone. I told her this, however, and she made sure to speak slowly and she wore a smile on her face the whole time. She was very reassuring and made my students feel like they could take the risk to speak and, at the end, they felt incredibly empowered.

Skype does not have to be just for celebrities, however. I have used Skype in Breakout.edu games with my upper-level students where they need to call a hotel to obtain the price of a room for a particular day (the result being the code to one of their locks). Last year in French 5, I used the website Epals.com to connect with a school in Guinea, West Africa. We carried out a year-long exchange, using Google Communities as a blog to post photos of our schools and each other. We posted links to news articles so that we could share what was going on in our communities. We made friendship bracelets and painted a mural for their school. One day, we planned a Skype session with them, using the only computer their school had—the teacher's laptop. We were not even sure it would work, because at every practice session the other teacher and I had had, the sound was terrible and choppy. The students prepared signs for their epals, just in case we couldn't hear them. At least we can write a quick hello message that way, we thought. No words can describe the joy on my students' faces when they saw their epals holding a sign with their names on it. We were excited that the sound that day worked perfectly. As the call was coming to a close, the Guinean kids asked "Vous voulez qu'on joue de la musique pour vous?" My students all looked at each other with wide eyes and eagerly responded "oui oui ouil!" We heard the beautiful sound of the djembe drum coming through our speakers as our penpals sang their national anthem for us. Suddenly, we were transported 5000 miles away.

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# THE FRENCH AT THE FORT



A week after a first-rate AATF convention in Philadelphia and the celebration of Bastille Day, Fort Mifflin on the Delaware River held an afternoon celebration entitled "Les Français au Fort" (The French at the Fort). Touted on social media and discussed at length in a report by Fox News, the Fort drew families who were combining fun with learning about American history, especially about the contributions made by French notables.

Fort staff and speakers were dressed as eighteenth-century ladies and gentlemen. Ben Franklin interacted with many, and Thomas Jefferson (an excellent look-alike) delivered an inspiring speech.

The Fort gate flew three flags: the American flag, the Fort flag, and the French flag; red, white, and blue on each in various designs. The *Régiment Gatinois* (French regiment) featured a speaker, a display, a drill, and some firearms. The revolutionary canon was fired as an opener and a few more times by children who volunteered to light the fuse. There were roving musicians, *crêpes bretonnes*, a *quiche*

judging contest, French cheese boats, French wine, and a refreshing Colonial Paris Punch.

A French wine tasting was led by AATF member Maria Traub, who had guests sample wines from the French regions favored by Mr. Jefferson. There was an AATF table, manned by member Jean Copeland, as well as fantastic classes in French for children and adults, taught by members Karen Kuebler and Jean Copeland. Philadelphia Chapter President, Rochelle Weinberg, as well as Maria Traub assisted the Board Planning Committee of the Fort.

The guests were delighted! There were lessons on how to make lavender sachets, as well as displays from Hagley Museum, a French fashion display and silent film *The Hunchback of Notre Dame*, showing in one of the casemates.

Frenchmen associated with the fort are the heroic Marquis de Lafayette, French General Rochambeau, who visited the fort as part of a

battlefields tour, and Pierre-Charles L'Enfant. French military engineers, were world leaders in fortification design, following the principles of Sébastien le Prestre de Vauban.

French engineer François de Fleury completed the fort's building, succeeding Philippe du Coudray. De Fleury is credited with bolstering the Fort's defenses, allowing the garrison to delay the British navy long enough for Washington to arrive at Valley Forge. He served with great distinction. Today, the highest award a U.S. Army Engineer can earn is the de Fleury medal.

The Honorary French Consul of Philadelphia, Mr. Michael Scullin and his wife, Patricia, were also in attendance. Philadelphia in July 2019 was truly a city of French attractions and charm.

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I highly recommend reaching out to people to see if you can bring them, even virtually, into your classroom. Your students will appreciate the opportunity and challenge to see what they can really do in French. You never know where that journey will take them.

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## CLASSROOM ACTIVITY

### "L'APPRENTI DRACULA:" A HALLOWEEN LESSON PLAN FOR ONE SONG AT MULTIPLE LEVELS

Some of the best advice many French teachers have ever gotten is when you find a great authentic resource, milk it. Or, in this case, suck its blood. The hours spent rummaging on the Internet to find a source that is thematically relevant, comprehensible, school appropriate, and fun and engaging should not be taken for granted. We owe it to ourselves to see what we can do with that resource over time and perhaps even at multiple levels.

The day the song was released, a friend sent me "L'Apprenti Dracula" by Aldebert from the album *Enfantillages 3*. The premise of the *Enfantillages* albums is that they are "pour les petits et les grands" and generally feature collaborations with other performers. In the case of "L'Apprenti Dracula," Mathias Malzieu (of the group Dionysus and the film *Jack et la mécanique du cœur*) lends his distinct voice to the spooky atmosphere of the song. Like many other songs from the *Enfantillages* series, the track begins and ends with a conversation between Aldebert and a child: "Bon,

alors mon petit chou, qu'est-ce que tu veux faire quand tu seras grand? Moi, quand je serai grand, je serai un vampire." It is amusing to think of the train of thought that led to the rest of the lyrics; naturally, if vampire is a child's desired career, it follows that the job requires a *formation professionnelle*.

« If vampire is a child's desired career, it follows that the job requires a formation professionnelle. »

When I heard the song, my creative juices started flowing. By the time I had jotted down some ideas, I decided I had enough communicative tasks on my list to split them up and use different ideas with my French II classes and my French IV Honors and AP French V classes. What I really enjoy about this lesson is that it provides a way to celebrate a fun

holiday without confusing students about culture. All of the lesson plan procedures that follow are assumed to be in the target language. I hope you and your students enjoy this lesson!

#### FOR NOVICE LEARNERS

##### Preparation

- ▶ Open and customize the linked resources.
- ▶ Cue the song (see suggestion in step 3 of Procedure).
- ▶ Make copies of the mixed-up lyrics for the number of student groups you will have. Cut on the lines, and place each set of lyrics in an envelope or baggie. Pro tip: use a different color of paper for each copy so that if a piece falls on the ground, you will be able to tell to which set it belongs.

##### Procedure

1. Project the slide entitled "De quelle créature parle-t-on?" Read the question aloud and point to each possible answer as you read it. If time allows, develop this pre-listening activity by personalizing it with questions such as: "Qu'est-ce que vous préférez, les ogres ou les fantômes?" "Qu'est-ce qui fait plus peur, les sorcières ou les zombies?"
2. Tell students that you are going to play only the beginning of the song. Tell them to listen for the answer to this question and raise their hand (or signal you another way, such as using an interactive classroom app) when they think they know.
3. Play as much of the song as needed. Suggestion: Start playing after the conversation at the beginning of the track. Students will most likely pick up on key words, vampire and Dracula.

**De quelle créature chante-on?**

un ogre

un loup-garou

un fantôme

un vampire

une sorcière

un zombie

4. . Distribute envelopes or baggies containing the chopped-up lyrics to pairs or small groups of students. Have them put them in order as they listen to the song from beginning to end.
5. . Play the song again and instruct students to check their work.
6. . Optional ideas: Ask students to see if they can identify any vocabulary in the song related to vampires or highlight a few for them. "Croqueurs de cous" is perfect for recycling or introducing vocabulary in a Novice course; students may already know "croque-monsieur!"

## FOR INTERMEDIATE LEARNERS

### Preparation

- ▶ Open and customize the linked resources.
- ▶ Cue the song (see suggestion in step 3 of Procedure).
- ▶ Make copies of the song lyrics (or distribute them electronically)

### Procedure

1. If desired, use the "De quelle créature parle-t-on?" slide and activity from the Novice lesson.
2. Distribute a copy of the song lyrics. Give students a time limit (2-3 minutes), and prompt them to "soulignez ou entourez le vocabulaire relatif aux vampires et au sang." Before beginning the timer, give students a chance to ask for clarification. Set the timer and circulate as students work.
3. When time runs out, have each group count how many words they found and report to the class. Make a list on the board. In a 1:1 classroom, you might have students submit their answers to a Word Cloud slide using Mentimeter.

com. Once you have a list of words and phrases, discuss as a class any words that are unfamiliar.

4. If you like, you can repeat steps 2 and 3 with vocabulary related to *l'Halloween et la peur*.
5. Listen to the song as a class, and follow along with the lyrics.
6. Think-Pair-Share: Project or distribute some or all of the following discussion questions.
  - a. Qu'est-ce qui a inspiré le compositeur d'écrire cette chanson? (La conversation avec l'enfant)
  - b. Dans la chanson, on mentionne quatre façons de chasser un vampire. Lesquelles? (planter un pieu dans son poitrail [poitrine], l'ail, l'eau bénite, des crucifix)
  - c. Quelle est la connexion entre la strophe "Sur les plages..." et le titre de la chanson? (Les apprentis vampires fêtent leur diplôme de vampire; ils ont terminé leurs études/leur formation.)
7. Other ideas: Have students illustrate the scene from the "Sur les plages..." stanza. Listen to and draw connections between "L'Apprenti Dracula" and the 1959 Serge Gainsbourg song "Le Poinçonneur des Lilas."

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For resources mentioned in this lesson, visit [<http://tinyurl.com/y6r7qyvv>].

Aldebert & Malzieu, M. (2017). "L'Apprenti Dracula." On *Enfantillages 3* [Online sound recording]. Sony Music Entertainment. Retrieved from [<https://youtu.be/-suOpBQWemY>].



## 2019 AATF OUTSTANDING CHAPTERS

### Large Chapters

- ▶ 1<sup>st</sup> place – Connecticut Chapter
- ▶ 2<sup>nd</sup> place – Metropolitan New York Chapter
- ▶ 3<sup>rd</sup> place – Northern California Chapter
- ▶ Honorable Mention – Maryland Chapter

### Small Chapters

- ▶ 1<sup>st</sup> place – Suffolk Chapter
- ▶ 2<sup>nd</sup> place – Delaware Chapter
- ▶ 3<sup>rd</sup> place – Arkansas Chapter
- ▶ Honorable Mention – Alabama Chapter



# REINVIGORATING FRENCH PROGRAMS

## PART 1

Perhaps it may be considered oxymoronic to “internationalize a foreign language class,” but in many instances, this is the problem. The focus is sometimes heavy on the grammar and the linguistic intricacies of language, and students lose interest. The MLA published on this need in a 2007 *Profession* article about changing needs in our new world. The differing methodology is the constitutive manner of teaching foreign language, where transcultural competence is given emphasis—the cultural dimensions of terms are favored beyond mere translations. Cultural lessons provide connections for students and bring them within their realm of experiences, especially for millennials. For example, the term “family” for Americans is not identical, culturally speaking, to the French “famille,” which is evolving at a tremendously faster rate, with the PACS unions and the French national decline of marriage: *famille traditionnelle, nucléaire, élargie, monoparentale, décomposée, recomposée*, etc. Now, more than ever, there is an urgent need to revisit and review language teaching, given the statistics report from the MLA. The *AATF National Bulletin*

(43.1 Sept. 2017) reported on the findings of the AATF Teacher Shortage and Recruitment Task Force, stating that there is a marked decrease in graduation statistics of those who

« **Cultural lessons provide connections for students and bring them within their realm of experiences.** »

can teach French, concluding that “we need to increase the number of students in the French education pipeline” (Walvoord, 10). At our small institution (French minor program only), the statistics for students taking French have not followed the national trend and have improved 21% (2013 to 2016) and 41% (2013 to 2017), projected to be 50+% (2013 to 2019). What are the campus and student activities which have made the French program thrive and “buck the trend?” Each institution and region is different but perhaps these

steps, taken at our institution, can serve as starting points to improve French programs:

1. Make French GLOBAL: French was used as part of an internationalization effort by “cross-teaching” French culture (FREN 295) with Global Studies (GLST 398)—part of a General Education/Core multicultural requirement taught by one faculty member. In January 2015, the *Charlie Hebdo* incident happened. Many French students had questions which gave rise to long discussions. They were interested; they wanted to know more. This was the impetus for the creation of the cross-taught French-Global Studies course. Readings were in English, but French students submitted work in French. In 2017, students (several in hospitality management) requested a more knowledgeable and informed understanding of the French luxury industries of wine, fashion, and perfume in tandem with how the media portrays these industries. Caveats: a lot of preparatory work and research were required, and the topics can sometimes push the students outside their comfort zones of understanding. Benefits: the students become energized and enthusiastic about the content-driven course. Making students venture outside their frame of thinking encourages a more global and worldly *esprit critique* and opens their minds to non-American modes of thinking. They are amazed at some of the information they learn. It has become a staple to use the CIA World Factbook on the USA, France, and the European Union as introductory background for cross-taught courses. An added benefit is collaboration across disciplines, even across institutions, plus stronger campus visibility of the French program.





2. Make French and the cultural topic the STUDENTS': Consult students. There is something about idea-ownership that can build stronger ties between students and the French program. Allowing students to decide gives them a voice and a certain "power" that can work in the favor of faculty.

The topic selection for summer culture class is done informally through French 100 level classes, as early as the fall semester of the previous year. Consultation works in three ways: it gives voice to students, it markets the summer program, and it gives students a sense of ownership, making the transition from selecting topics to convincing them to take the course after they have voiced their preferences a smoother process.

3. Make French an EXPERIENCE: The French class is not just lessons anymore. It is all about the totality of the experiences. Both cross-taught courses are offered as part of a cost-effective summer study abroad in France. Students are not mere tourists. They connect, network, and establish lasting links. Even larger institutions have challenges getting students to participate in faculty-led programs abroad. The costs are prohibitive; the institution's expenses become untenable for faculty travel. The solution is to offer the two joint courses in two formats: traditional, face-to-face for traveling abroad and an online format for others to fulfill their GenEd-Global/Multicultural required course or their French minor.

In 2017, we collaborated with the *Institut Universitaire de Technologie-Paris, Ville d'Avray's* mechanical engineering English class at their campus outside

Paris. The seven American and 18 French students spent the entire morning completing various learning activities at their campus. The connections continued throughout the four-week stay in France. Caveats: preparatory work has to take place a semester in advance. Because unexpected situations occur while traveling, the students were strongly urged to complete readings prior to departure. Benefit-cost effectiveness: study abroad cost is an issue, if not managed properly. Times have changed exponentially through the digitalization of services. Faculty need not necessarily rely on agencies or for-profit group travel businesses. With so many digital platforms, there is not much reason to pay exorbitant amounts for organized travel. Airbnb has simplified lodging expenses and gives students their first local connection. Owners are eager to share tips about the neighborhood, public transport, shopping, etc. Moreover, longer stays can avail of discounted rates (the 2017 group got a 40% discount on the published rate). The home environment removes the sterility and disconnect- edness of hotel or hostel lodgings. Neighbors provide a human and social dimension to the trip. Students are often courteous and well-mannered because of more frequent interactions as compared to hotels. Students have the added benefit of kitchen use which lowers food costs and allows them to connect with locals shopping at the markets. Travel costs are minimized with one-month *métro, RER, autobus* passes. Google has facilitated traveling—their maps now link with detailed local transport schedules and connections. Not just a tourist: yes, the students still went up *la Tour Eiffel*, but they also had a late afternoon picnic



at the Champs-de-Mars where they met up with the Parisian mechanical engineering students for cultural discussions while waiting for the sparkling strobe-light show. They had conversations that ranged from political to environmental, religious, social, and world conditions. For these students studying abroad, *la Tour Eiffel* is more than just the long line, the big crowds, and the steep climb. In addition, one of the favored visits was a little-known museum in Paris. The 2017 students were given the option to focus one exam on the perfume industry based on the presentations at the Musée du Parfum (free to visit) next to the



Opéra Garnier. Knowing this in advance, students arrived armed with notebooks, pens, devices, and their digital recorder apps. Some took videos and photos, and all the students had questions for the museum guides. It helps that they were all extremely curious about this industry that they knew of but didn't really know much about. This is the power of "priming" students (I highly recommend Malcolm Gladwell's *Blink*—the book discusses this in fascinating detail).

These three major steps taken at our institution highlight the campus internationalization through the French minor and merges these with guided and managed use of technology. It may just be a fluke that the percentages of enrollment have shown strong growth (21%, 41%, 50+%). By taking a mini step back from French grammar, students viewed French through the lens of a globalized curriculum with important benefits to the discipline.

- ▶ **Juanita (Babet) Villena-Alvarez**  
University of South Carolina Beaufort  
[Jivillen@uscb.edu](mailto:Jivillen@uscb.edu)

Note: This is the first half of a two-part series. The second part of will appear in the next issue of the *AATF National Bulletin* and will focus on undertakings that make French CONNECT, tactics that make French MATTER, and strategies that make French EXTEND.

### 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. For general information, eligibility, and other questions, you can contact Abbe Guillet, SHF President at [anguillet@yahoo.fr](mailto:anguillet@yahoo.fr); or Teacher Representatives Andrea Isabelli at [andreaisabelli@sbcglobal.net](mailto:andreaisabelli@sbcglobal.net) or Tracy Rucker at [trucker@loucol.com](mailto:trucker@loucol.com). Information on applying for a charter and ordering materials 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](mailto:shf@frenchteachers.org) or from the AATF Web site at <https://www.frenchteachers.org/shf>.



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

Applications should be received at AATF National Headquarters no later than December 1, 2019. 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 2020) 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 [abrater@frenchteachers.org](mailto:abrater@frenchteachers.org).



# SOCIÉTÉ HONORAIRE DE FRANÇAIS/JEUNES AMIS DU FRANÇAIS

## HIGHLIGHTS OF THE SPRING 2019 ÉLAN

Roseann Lorefice, Editor of *L'Élan*, SHF President Abbe Guillet, and Teacher Representatives, Andrea Isabelli and Tracy Rucker are delighted to share the link to the latest issue of the official SHF/JAF publication at [<https://frenchteachers.org/shf/L'Elan/2019-46.2spring.pdf>].

In this spring edition, you will see the results of the three contests sponsored by the societies and be able to read the wonderfully creative works of the students. Think about having your students participate next time!

Whether or not you are a sponsor, you can be inspired by the exciting activities that are shared in *La Bourse aux Idées*. If you would like to see one of your SHF/JAF activities highlighted, please contact Roseann at [[aatfelan@gmail.com](mailto:aatfelan@gmail.com)], and she will be happy to send you a submission form.

The publication also has announcements, important dates, and deadlines of interest to our sponsors. The fall edition of the *L'Élan* will appear in September.

The SHF Facebook page is open to all members of the AATF who already have a chapter or are interested in starting one. We invite you to join this group of over 800 members.

If you have any questions concerning founding or running a Société Honoraire de Français or Jeunes Amis du Français in your school, please know that our secretary at headquarters, Christy Brown will forward any inquiry to SHF President Abbe Guillet. Christy can be reached at [[shf@frenchteachers.org](mailto:shf@frenchteachers.org)]. She can answer any questions relating to charters, certificates, or other items on the SHF section of the AATF store [<https://store.frenchteachers.org>].

## CALL FOR PROPOSALS 2018 CONVENTION IN TROIS-RIVIÈRES

The online call for proposals for the 2020 AATF convention, to be held July 15-18 at the Delta Trois-Rivières Conference Center has been posted on the AATF website at <https://www.frenchteachers.org>. Proposals will be accepted until December 1, 2019. The theme for this year's convention is "Immersion culturelle et renouveau pédagogique: l'AATF à Trois-Rivières." Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

## WHAT'S NEW IN THE FRENCH REVIEW? (93.1 OCTOBER 2019)

### L'ANNÉE LITTÉRAIRE

- ▶ The Year in Poetry 2018: Exemplary Places, Impersonal Voices (Stout)
- ▶ Bloc-notes culturel 2018: la République sur le fil (Dalle)
- ▶ End of an Era: The Novel in 2018 (Cloonan)

### SOCIETY AND CULTURE

- ▶ Jean-Marie Pelt and J.M.G. Le Clézio's Invitation to Think and Live Otherwise in the Anthropocene (Moser)
- ▶ Mapping the Tunisian Uprising in Tahar Ben Jelloun's *Par le feu* and Leyla Bouzid's *À peine j'ouvre les yeux* (Hamon-Porter)

### FOCUS ON THE CLASSROOM

- ▶ Globalizing the Early Survey: Challenges and Rewards (Daniels and Dauge-Roth)
- ▶ French Culture Through Wine: A Capstone Course (Davis)

### LITERATURE

- ▶ The Female Martyrs of Agrippa d'Aubigné's "Les feux" (Benson Schrambach)
- ▶ Présences polyvalentes: Protean Polyneesian Voices in the Works of Rai Chaze and Titaua Peu (Frenqs)
- ▶ Justi-Fiction Exposed: Marie NDiaye and Olivia Rosenthal's Animal Effect in *Trois femmes puissantes* and in *Que font les rennes après Noël?* (Wynter Parks)

### INTERVIEW

- ▶ Que peut la littérature pour changer le monde? Entretien avec Gisèle Pineau (Mangerson)
- ▶ Cuisine et BD: un entretien avec Guillaume Long (Grove)



# ENGAGING UNIVERSITY STUDENTS OUTSIDE OF CLASS

Last year I attended a workshop on encouraging students to stay connected with course content after class. The presenter, a science professor, suggested giving university students a “bingo card” of activities they could complete outside of class for extra points. Not being in the habit of giving students extra credit, I was initially cynical, but as I thought about the idea afterwards, I started to see some obvious benefits for my French classroom. I decided to try the idea this past spring with first- and second-semester students.

For the bingo card I chose 22 activities (some intentionally more challenging than others) that could be completed by students with different talents and according to their varied tastes and schedules. The middle square is *gratuit*, and two of the squares reflect success in the classroom (“Make 90% on a quiz,” and “Make 80% on a chapter exam.”). As students complete an activity, I cross off the corresponding square and sign my name. Each square is worth 5 points, and a complete line of five squares is worth 30 points. The bingo card appears at the end of this article.

Of my 65 first- and second-semester students, 28 turned in bingo cards the day of their final, two of whom earned enough extra points to improve their grade in the course.

Squares relating to French food proved popular. Two second-semester students, both criminal justice majors, brought food to class: the young man prepared *macarons* (photo right), and the young woman brought *madeleines*, both quite ambitious recipes! As a result, each of the 28 students in their class was able to taste French food items that are not easily available in our area, and all had fun.

Several students emailed photos to me of them eating French food. One young woman was pictured with a *crêpe* on her plate at a restaurant in Houston, while another sent the recipe and a photo of the *coq au vin* that she had prepared. One student sent a photo of her eating “Merci” chocolates that her boyfriend had given her for Valentine’s Day, and I willingly signed the relevant square on her card!

## « Unlike Americans who live in the “faire” and “avoir,” the French live in the “être....” »

Downloading lyrics of a song in French was another favorite. A journalism major (and mother of two) found a song, “Papaoutai” by Stromae. She told me how she discovered the song, that it was about a father-son relationship, and she made a personal connection through her daughter to the video that they watched together. Another student discovered and introduced me to Maître Gims and his song “Tu vas me manquer.” Interestingly, now known just as Gims, the Congolese singer will be on tour in the U.S. in the fall.

One of the articles I posted on my Blackboard was about the lack of an appropriate way to convey the word “excited” in French and the theory that, unlike Americans, who live in the “faire” and the “avoir,” the French live in the “être.” I asked students to tell me what they found the most interesting about the article and what surprised them. I also asked them what they learned about French culture and about American culture. Finally, I asked them to think about the following: “Given

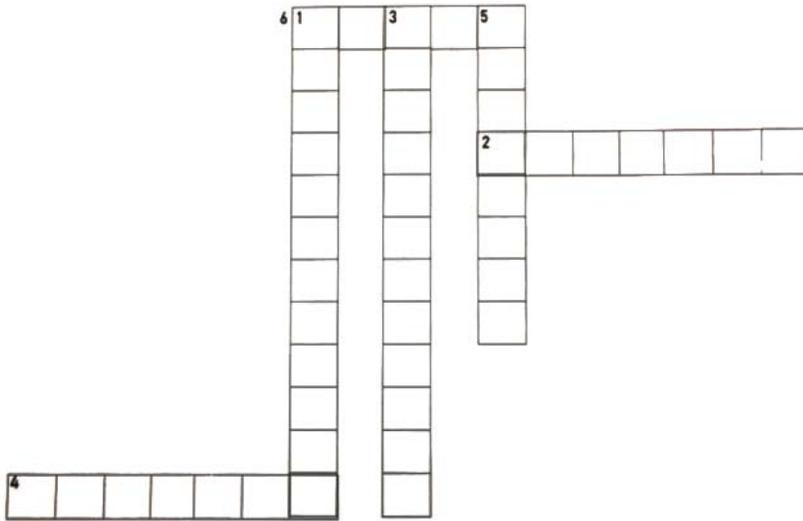
your personality, if you were to live in France, what problems do you think you would have adapting to French culture? How might you overcome such problems?” The responses I received showed that the students had been stimulated to think deeply about a topic I address in class but cannot spend much time on. The article can be found here: [<http://www.bbc.com/travel/story/20181104-why-the-french-dont-show-excitement>].

Perhaps the most surprising response was to the call to connect French to another class. In addition to connections to Spanish, history and music, which I had anticipated, one student informed me that in recitation for inorganic chemistry laboratory, her professor “made use of a popular French phrase when describing appropriate laboratory behavior/policy—*mise en place*.” She went on to explain what the term meant and how it revealed an



### Discover the French Student

Fill in adjectifs en français to discover which French Student they describe



Find the French word for...

- 1. Down - Enthusiastic
- 2. Across - Sincere
- 3. Down - Interesting
- 4. Across - Frank
- 5. Down - Funny
- 6. Across - Answer

Members of the French Club organized activities throughout the semester: Mardi Gras, film night (we showed *Ratatouille*), and three presentations: one a report on last year's travel abroad experience, one on Josephine Baker scheduled during Black History Month, and one on *le muguet* scheduled on May 1. Their classmates attended, bringing their bingo cards with them for me to cross off a square.

The game nature of the concept seemed very attractive to the students when I introduced the idea, and those who participated were stimulated and had fun. I hope that by engaging the students in motivating activities outside the classroom their enthusiasm will translate into persistence in studying French and increased enrollments.

► **Jacqueline Thomas**  
Texas A&M University-Kingsville  
*Jacqueline.Thomas@tamuk.edu*

aspect of French cooking culture. This activity seems particularly enriching.

In response to the call to "Write your name with adjectives to describe yourself." Sophie, a freshman horticulture student, submitted:

A C C  
 R O U  
 R M R  
**S O P H I E**  
 I G E O E N  
 N A T N U T  
 C N E N S H  
 È T N E E O  
 R E T T U S  
 E E E S  
 I A S T E

The student had spent time researching adjectives that described her and that fit around her name. I also believe that she had fun doing it. Another student turned the activity into a crossword puzzle so that I had to supply the adjectives (see above).

Make 90% on a quiz	Write your name with adjectives to describe yourself (to be posted)	Attend the French Club booth at Spring Fling or Fall Carnival	Bring French food (and plates and cutlery) to class	Do a family tree in French/Write a postcard in the <i>passé composé</i>
Respond to an article about France, French, or French culture	Attend a presentation by the French Club	Make 80% on a chapter exam	Make a collage of labels with French wording to be posted in the hall	Participate in email exchange with TAMUCC students
Comment on the lyrics of a song in French	Bake something for the French Club bake sale	Gratuit	Record yourself teaching someone else French	Watch a movie with French subtitles
Be an active member of the French Club	Send me a photo of you eating something French	Post recording of yourself singing in French	Spend an hour with the tutor	Connect French to another of your classes
Form a study group to prepare for a chapter exam (send photo)	Record yourself reciting a poem in French and send it via YouTube to me	Make a presentation for the French Club	Send me a PowerPoint presentation to explain a grammar point	Buy food from French Club bake sale (or donate)



# AATF 2019 FUTURE LEADERS FELLOWSHIP PROGRAM

The ninth AATF Future Leaders Fellowship Program took place in Philadelphia one day prior to the annual national convention held in that city. The group consisted of eleven 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 proposed the idea for this 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 eleven Future Leaders Fellows represented eleven different chapters (in the photo above back row L. to R.): Angela Worley Petersen (Iowa Chapter), Mitchy Rene (Northern California Chapter), Caroline Hocutt (North Carolina Chapter), Amy Farrar (Arkansas Chapter), Nirva Vernet (Virginia Chapter), Andrea Isabelli (Chicago/Northern Illinois Chapter), Katie Thomas (Alabama Chapter); (front row L. to R.): Julenne Moore (Colorado/Wyoming Chapter), Kristen Purdy Russett (Eastern Massachusetts Chapter), Teresa Floch (Tennessee Chapter), and Kylene Stroud (Western Pennsylvania Chapter). Janel Lafond-Paquin (Eastern Massachusetts Chapter) led the program for

the sixth 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 Philadelphia, presenters from the national level shared their expertise during two three-hour webinars. Presentations by various people gave participants a wealth of information on the workings of the national organization. On June 25, Joyce Beckwith, former Region I Representative, spoke of the role of the regional representative and explained the nomination requirements for the *Palmes académiques*. Jayne Abrate, AATF Executive Director, then welcomed the leaders and spoke of the organization's relationship with JNCL-NCLIS, ACTFL, and regional and state organizations. Megan Diercks, editor of the *National Bulletin*, explained the need for articles and discussed the deadlines for each issue. Lisa Narug talked about her work as director of the National French Contest and summarized the results of *Le Grand Concours*. Day one's webinar ended with Abbe Guillet who spoke of the *Société Honoraire de Français* and its middle school

program, *Jeunes Amis du Français*.

On July 1, Lindsey Gibson, Executive Assistant, spoke of the AATF at the national level and presented to the leaders a variety of resources that they could use in their chapters. Catherine Ousselin presented social media and highlighted many of the resources that she has curated to assist French teachers. Jayne Abrate shared with leaders the Exemplary Program Awards, and Anne Jensen, AATF President, shared her duties as president of a national organization.

During the face-to-face portion in Philadelphia, 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 throughout the day. They learned about their own chapters through exploration of their chapter constitution and had the opportunity to explore the AATF website through an activity that they completed prior to their arrival in Philadelphia.

Beyond their commitment to becoming a chapter officer or continuing in such a role, Future Leaders are required to develop a project that they pledge to carry out at the chapter level in the coming year. Many chose to implement activities to recruit new members or to use social media to keep their members abreast of what is happening. Others are looking to either create or update their website.

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 opportunities they had to share their own ideas with others and how brainstorming with other leaders was inspiring. In summary, the common recurring themes were "nice low-pressure environment", "helped me feel not so isolated", and "our conversations sparked a lot more ideas."

Congratulations to the Class of 2019: we look forward to seeing you at many future AATF conferences and we can't wait to see where your attendance in the program takes you!

► **Janel Lafond-Paquin**

Director of the Future Leaders Program  
madamep51@hotmail.com



# LE GRAND CONCOURS

## DEUX OU TROIS MOTS À CE SUJET

If you are sitting on the fence about whether or not to do the *Grand Concours* in your French program this year, please read these three things I know about the National French Contest before making your decision.

### RECOGNIZING STUDENT ACHIEVEMENT

Students love the *Grand Concours* (and so do their parents!): Sure, they may gripe about the grind of testing in general (like they always do), but students love the recognition the *Grand Concours* can bring. We recognize scholar athletes, scholar musicians, scholar thespians, and general student achievement in almost every other subject, so why not recognize student achievement in French? Most schools have an end-of-the-year scholastic recognition ceremony where seniors are recognized for the scholarships they are receiving for college. Consider putting your *Grand Concours* award recipients on the program. Results from the National French Contest arrive in April, and the medals arrive in May, just in time for such ceremonies. Your underclassmen medal and honorable mention recipients (and their parents) will feel especially validated to stand on stage with upperclassmen honorees.

Multi-year participation in the *Grand Concours* looks great on college applications, and an honorable mention or a medal can make the application really pop. I have several students who put their *Grand Concours* participation and recognitions on their resume when they apply for part-time jobs.

### TEACHER BENEFITS

The *Grand Concours* benefits French teach-

ers, too. As part of our evaluations as public or private school teachers, we are required to provide evidence that we collaborate with a community of teacher peers. If you are in a small town or a rural area, this may seem impossible; you may be the only French teacher

« **Make this the year you participate in the National French Contest.** »

in the whole district or even the whole county. Participation in the *Grand Concours* can be used as an evidence artifact that you are part of a greater community of French educators. In Washington state, for example, the *Grand Concours* can be applied toward fulfillment of Criterion 8 (“Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning”) of the Teacher/Principal Evaluation Program (TPEP).

### GOOD PEDAGOGY

The *Grand Concours* is good pedagogy: Even by registering one student to take the National French Test, you will gain full access to an archive of the last several years of *Grand Concours* tests. These past tests comprehensively cover listening and reading at their respective levels, and by extending the activities, you can make them cover speaking and writing as well. My students find many of the listening dialogues to be hilarious and experience great fun in acting them out. Any section of the test can be turned into a writing prompt by asking your students to write what happens next in a reading section or to write a letter addressed to one of the characters in a listening dialogue.

So make this year the year you participate in the National French Contest. Contact your local administrator (<https://www.frenchteachers.org/concours>) for additional information.

► **Daniel Bromley**  
Pullman High School (WA)  
[dbromley@psd267.org](mailto:dbromley@psd267.org)



# 2019 NATIONAL FRENCH WEEK CONTESTS

NOVEMBER 4-10, 2019

The theme for the contests in 2019 is "Le français chez moi."

## VIDEO/ANIMATION CONTEST

Deadline: Must be received by **November 15, 2019**

To Submit: See National French Week link on the AATF website 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 complete list of 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 on 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: 3 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 2019. 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](http://www.frenchteachers.org/nfw/contests.htm)] for complete instructions and to [<http://nfwposter.blogspot.com/>] to see past submissions.

## BE IN KAHOOT'S WITH THE AATF

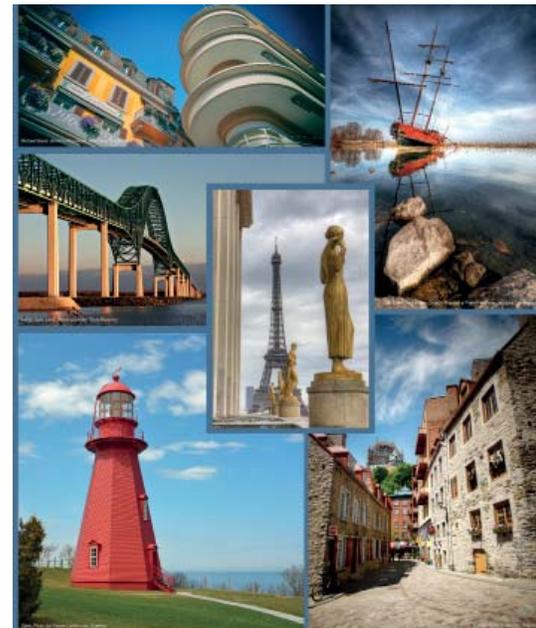
Don't miss out on the newest event of National French Week, the AATF's Francophone Trivia Contest held via Kahoot! Any first grade-undergraduate French student whose teacher is an AATF member for 2019 is eligible to compete. There is no fee to enter and teachers arrange contest play in their classes when it is convenient. Round 1 of the Kahoot!, which will take place **November 1-November 8, 2019** consists of 25 questions in English which cover various aspects of the Francophone world. The top 25 scorers will advance to a Final Round the following week which will also be held via Kahoot! The contest will consist of two divisions: 1<sup>st</sup>-8<sup>th</sup> grades and 9<sup>th</sup> grade-undergraduate.

Cash prizes will also be awarded to top-scoring students of AATF members.

The teacher of the top scoring student from each division will also win a complimentary AATF membership for 2020.

Please visit [[tinyurl.com/AATFNationalTrivia2019](http://tinyurl.com/AATFNationalTrivia2019)] for more information.

To order National French Week promotional materials or extra National French Week posters, go to <https://store.frenchteachers.org>.



NATIONAL FRENCH WEEK

American Association of Teachers of French

November 4-10, 2019 & 2020

[www.frenchteachers.org](http://www.frenchteachers.org)

# CHAPTER NEWS

## NEW HAMPSHIRE

In September, the New Hampshire Chapter held their third annual French Immersion weekend for French teachers at *La Cité écologique* in Colebrook, NH, an Ecovillage whose residents are all *Québécois*. The weekend included, painting class, hikes, delicious food, and Professor Kate Harrington of Plymouth State University delivered a professional development workshop for K-16 teachers, entitled "Lead with Quebec: Striving for Intercultural Communicative Competence by Embracing the French Speakers Closest to Us," on the importance of privileging *Québécois* French language and culture in our classes, particularly for students in northern New England.

## WESTERN NEW YORK

The Western New York Chapter hosted its second annual French Teacher Immersion Week in Franklinville, NY at Whispering Pines. The planning committee for this event included Brenda Benzin, Marc Cousins, Ashley Feneziani, Kaitlyn Hatch, Martha Horohoe, Régine Marton and Michele Roberts. Our team prepared a Francophone program embracing culture in French spoken all over the world. Participants enjoyed a truly immersive environment in which they pledged to speak only French during daily activities, which included professional development workshops, meal preparation, and cultural activities. The planning committee and the chapter wish to thank all our gifted and engaging presenters. We all look forward to our third annual Immersion Week tentatively planned for June 26-July 1, 2022—save the date! For more information on this and future events, please visit the chapter's website: <https://www.facebook.com/FrenchTeachersWNY>.



## 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!

# MEMBERS' NOTES

Pays du Nord Chapter members **Kathryn Inhelder** and Co-President **Margaret Leone**, received a grant from the Adirondack Foundation's Foreign Language Enhancement Fund (AFLEF) to present the Celebration of Francophone Language and Culture in April at the Strand Theater in Plattsburgh, NY. Many of Kathryn's students from Ausable Valley Central Middle School sang songs, played music, and set up exhibits celebrating Francophone culture and language. Dr. Leone's SUNY Plattsburgh students and members of the university French Club served as emcees and additional talent. Jacqueline Chan's high school students from Elizabethtown Central High School also set up a small computer exhibit. The event was free and open to the community and was a great success. The grant recipients hope to make this an annual event and to include more area schools.

**Martha Behlow** and **Lisa Narug** (Chicago/Northern Illinois Chapter) were given the rank of *Chevalier* in the Order of the French Academic Palmes. *Consul général* Guillaume Lacroix presented Martha and Lisa with their medals (photo below).



# AATF AWARD WINNERS FOR 2019



## AATF REBECCA AND JEAN-PAUL VALETTE LEGACY AWARD

**BRIAN WOPAT** is an energetic, passionate French educator whose goal is to ensure that every student that comes into his classroom finds meaning and success in learning French. During his 15+ years in the classroom, he has served as Secretary/Treasurer for AATF-WI and as Secretary for the Wisconsin Association for Language Teachers (WAFLT). He earned his Bachelor's in French (2001) and Master's in Education from the University of Wisconsin-LaCrosse (2004), and is a National Board Certified teacher.

Brian lives with his wife Christy and two kids, Avery and Evan, in Holmen, Wisconsin.



## DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARD - ELEMENTARY SCHOOL LEVEL

**LAURA WALKER** teaches French to students in 4<sup>th</sup> -7<sup>th</sup> grade at St. Stephen's & St. Agnes School in Alexandria, VA. Having taught this age group for 27 years, Laura is committed to making sure that her students have a firm foundation in French before sending them off to the more advanced levels. "Since their first exposure to French is through me, it is my responsibility to make sure that their experience is as meaningful and as exciting as they expect it to be. Therefore, I start speaking to them in French immediately and get them started speaking in French on day one." Laura's students are regular participants in *Le Grand Concours* and, more recently, in the FLES Poster Contest. With the full support of her school's administration, she launched a chapter of *Les Jeunes Amis du Français* during the 2017-2018 school year. Her school's chapter is enjoying its second year of strong participation where 23 students are preparing to be inducted for the first time and 15 are preparing for their 2<sup>nd</sup> year. Laura is a graduate of Howard University with a M.A. in Afro-French literature. She is married and has two sons (one who was in her French class) who both study French. She attends Alfred Street Baptist Church in Old Town Alexandria.



## DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARD - MIDDLE SCHOOL LEVEL

Born to a francophile but monolingual father in Western Massachusetts, **REBECCA BLOUWOLFF** began learning French at age nine and never stopped. She has taught French at Wellesley Middle School since 1998 where she brings the language to life via deep exploration of the cultures of the French-speaking world, extensive use of authentic resources, nearly 100% use of the target language, and ongoing communication exchanges with French ePals...all carefully scaffolded to ensure success for Novice learners. Rebecca spent four summers with host families in France as a high school student, served as a Fulbright Teaching Scholar in Saint-Omer France in 1996-1997, and returned to France via TAPIF to teach in Strasbourg in 2005-2006. Rebecca and her husband are raising their school-aged children in non-native French and enjoy annual *séjours linguistiques* aka *vacances* in Québec or France.



### DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARD - HIGH SCHOOL LEVEL

**TINA IRISH** is a French teacher at Mount Rainier IB World High School in Des Moines, WA. Over the past 26 years, she has taught all levels of French, been the French Club advisor, *Société Honoraire de Français* sponsor, coordinates school-wide National French Week events, and travels with her students. As director and co-director of French Camp of WA for the past five years, she has worked with French teachers across the region to provide a unique immersion opportunity for students. Tina is passionate about the proficiency-based classroom and uses Organic World Language to engage every student in learning. At building and district levels, she leads curriculum development, creates rubrics and assessments aligned to World Readiness Standards and is a leader in standards-based grading. Tina was the secretary-treasurer of the Washington/Alaska AATF Chapter in 1998-2008, is a regular presenter at Washington Association for Language Teaching (WAFLT) conferences, and was recognized as WAFLT Teacher of the Year in 2002.



### DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARD - POST-SECONDARY LEVEL

**MARIE-MAGDELEINE CHIROL** is a Professor of French at Whittier College [CA]. She teaches language, literature, and cinema. For more

than 25 years, she has promoted and championed the study of French. Since 1997, she has brought together high schoolers, college students, professors, and Francophiles of the greater Los Angeles area with a yearly play in French. She has volunteered and collaborated with the French Consulate, *Alliance française*, universities, the national AATF, and its local chapter. She publishes a monthly email of French events in Southern California for the chapter. From 2012 to 2014, she served as the AATF Regional Representative. Her publications on 20<sup>th</sup> and 21<sup>st</sup> century literature and cinema include *Gaston Kaboré: Conteur et visionnaire du cinéma africain* (PU Lyon, 2011), *L'Imaginaire de la ruine dans À la recherche du temps perdu de Marcel Proust* (Summa, 2001), as well as articles, dossiers pédagogiques, and reviews. Marie-Magdeleine was named *Chevalier dans l'Ordre des Palmes académiques* in 2012.



### DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARD - POST-SECONDARY LEVEL

**RANDA J. DUVICK** has taught French at Valparaiso University [IN] since 1986. She received her B.A. degree from Luther College and her A.M. and Ph.D. from the University of Chicago. During her years at Valparaiso, she has taught a wide variety of courses, including all levels of language as well as literature, culture, business French, and phonetics. One of her great joys in teaching is to see her students' growth as they progress through their years of college: growth in language and cross-cultural skills but also as adults preparing to lead and serve in their lives after college. She served as president of the Indiana Foreign Language Teachers Association in 2015-2016. In the AATF, she has been president of her local Northwest Indiana Chapter and served two terms as Regional Representative, and has worked on various AATF advocacy efforts. Her most recent scholarly research involves the history

of French in the midwest. She has presented and published on this and many pedagogical topics as well. In 2018 she was named *Officier in the Ordre des Palmes académiques*. She is grateful to so many who have helped her and been role models: husband David Grosnick, undergraduate mentor Dr. Ruth Caldwell of Luther College, colleagues past and present at Valparaiso and in the AATF, and her parents Selma and the late Donald Duvick.



### AATF OUTSTANDING CHAPTER OFFICER AWARD

**FRED J. GITNER** has been Assistant Director of New Initiatives and Partnership Liaison for the New Americans Program [NAP] at Queens Public Library in Jamaica, NY since 2015 and since 1996 in various administrative positions in NAP and International Relations. Prior to his arrival at Queens Library, he was Library Director of the French Institute/*Alliance française* in New York for over fifteen years. Mr. Gitner received an A.B. in Modern Languages from Hamilton College, an M.A. in French from Middlebury College, and a Master's Degree in Library Service from Rutgers University.

He is a co-editor of "Bridging Cultures: Ethnic Services in the Libraries of New York State" [2001] and "Connecting Cultures: Ethnic Services in the Libraries of New York State" [2013], both published by the New York Library Association [NYLA]. He has published articles on library services for immigrants in professional journals in the U.S., France, and Spain, and has spoken on this topic at national and international conferences. He was a member of the Standing Committee of the Section on Services to Multicultural Populations of the International Federation of Library Associations [IFLA] from 2009-2017; is co-chair of the Europe Subcommittee of the American Library Association's International Relations Committee; and serves on the Board of NYLA's Ethnic Services Round Table. Mr. Gitner

was named a *Chevalier* in the Order of the Academic Palms in 1995 and has served on the Executive Board of the American Society of the French Academic Palms as treasurer since 2013 and as treasurer of the Metropolitan New York Chapter of AATF since 2004.



## AATF/CONCORDIA LANGUAGE VILLAGES OUTSTANDING ADMINISTRATOR AWARD

**CATHY TREVATHAN** has been principal at Little Miami High School (OH) since 2014. Previously, she was the district's Director of Special Education Services. She also served in the Peace Corps which allowed her to travel and appreciate teaching and learning languages. Mrs. Trevathan arrived after the district had gone through a period of financial crisis. Under her leadership, the school began to rebuild many of the programs that the state had eliminated, including French.

Her educational career started as an EFL teacher in Momchilgrad, Bulgaria with the Peace Corps. After finishing two years in the Peace Corps, she taught English in Turkey for a year. Her teaching career took her to a Hopi Reservation in Arizona where she earned a Master's Degree in Special Education. She returned to Ohio and worked for Southwest Local Schools in Harrison and then taught at Indian Hill Exempted Village Schools. She also earned a Master's Degree in Administration. Language is an important skill that can open many doors for our students.

Ms. Trevathan helped choose Dhruv Dinesh as the recipient of the stay at Concordia Language Villages that is part of the Outstanding Administrator Award. Thanks to her generosity, she also found the funds for a second student, Kara Benbow, to participate in the Concordia program, along with Dhruv.

Ms. Trevathan was nominated by AATF member Jennifer Dafoe.

# COMMISSIONS

## COMMISSION ON ADVOCACY Kathy Stein-Smith [2020]

**Chair**  
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## COMMISSION ON CINEMA Joyce Beckwith [2019]

**Co-Chair**  
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## Dolliann Hurtig [2019]

**Co-Chair**  
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## COMMISSION ON CULTURAL COMPETENCE Martha Behlow [2020]

**Co-Chair**  
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## Sheila Conrad [2020]

**Co-Chair**  
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## COMMISSION ON FLES\* Karen Campbell Kuebler [2020]

**Chair**  
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## COMMISSION ON FRENCH FOR SPECIFIC PURPOSES

### E. Nicole Meyer [2021]

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## COMMISSION ON HIGH SCHOOLS

### Jean Copeland [2021]

**Chair**  
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## COMMISSION ON MIDDLE SCHOOLS

### Janel Lafond-Paquin [2021]

**Chair**  
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## COMMISSION FOR THE PROMOTION OF FRENCH

### Justin Frieman Charles [2019]

**Chair**  
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## COMMISSION ON TEACHER RECRUITMENT AND RETENTION

### Rebecca Léal [2021]

**Co-Chair**  
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## Eileen Walvoord [2021]

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## COMMISSION ON TECHNOLOGY Catherine Ousselin [2019]

**Chair**  
[catherineku72@gmail.com](mailto:catherineku72@gmail.com)

## COMMISSION ON UNIVERSITIES Isabelle Drewelow [2022]

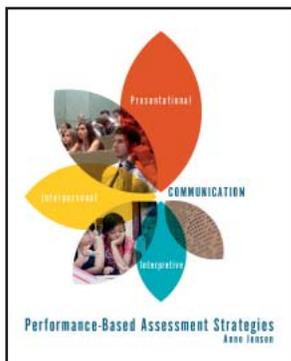
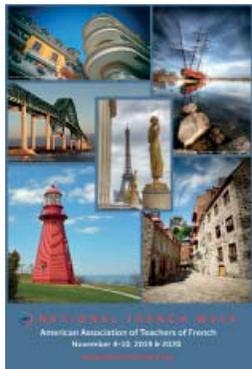
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## Jessica Sturm [2022]

**Co-Chair**  
[jsturm@purdue.edu](mailto:jsturm@purdue.edu)

# AATF MATERIALS CENTER

<https://store.frenchteachers.org>



## 1 ► NFW POSTERS & MATERIALS

2019 National French Week Poster. Other promotional items like pencils, balloons, buttons, and bumper stickers also available at <http://store.frenchteachers.org>

**Member Price ► \$2**

## 2 ► ASSESSMENT STRATEGIES

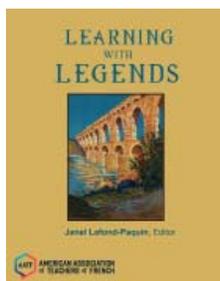
This volume contains 43 IPAs at Novice, Intermediate, and Advanced Levels, produced by the AATF Commission on High Schools.

**Member Price ► \$25**

## 3 ► EDUCATION IN FRANCE

Titled "Heurs et malheurs du système éducatif en France," this volume is a collection of articles on the state of the French educational system.

**Member Price ► \$60**



## 4 ► LEARNING WITH LEGENDS

This contains eight lessons based on contes et légendes produced by the AATF Commission on Middle Schools.

**Member Price ► \$20**



## 5 ► CUISINER ET APPRENDRE

contains 34 illustrated recipes in French with classroom activities, reading texts, exercises. The cookbook is completed by a glossary and English versions of the recipes..

**Member Price ► \$25**



## 6 ► MARTINIQUE

Contains 14 *dossiers pédagogiques* which cover topics such as history, cuisine, environment based primarily on videos including panoramas, interviews, and documentaries.

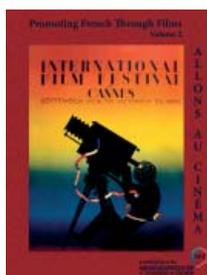
**Member Price ► \$25**



## 7 ► CINEMA VOL. 3 - IMMIGRATION

"Immigration et identité," Volume III contains twenty-one French and Francophone films appropriate for secondary and university levels.

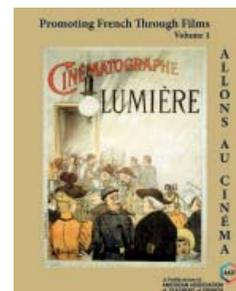
**Member Price ► \$25**



## 8 ► CINEMA VOL. 2

Seventeen French and Francophone films are presented in Volume II. All are appropriate for secondary or university levels; 3 animated films appropriate for middle school.

**Member Price ► \$25**



## 9 ► CINEMA VOL. 1

Fourteen French and Francophone films are presented with vocabulary and activities for the classroom at both secondary and post-secondary levels.

**Member Price ► \$25**

# REGIONAL REPORTS

## REGION I (NEW ENGLAND)

All chapters in Region I have been very active. Each chapter participated in their state's language conferences, held regular meetings, participated in the *Grand Concours*, organized events for students and teachers, and advocated for French instruction in their respective states by working with their legislatures, commissioners of education, and Francophone associations.

### Professional Development Opportunities for Teachers

In March, the Cultural Services of the French Embassy along with Bryant University (RI), sponsored a free professional development session for French teachers in the New England area. The training was an immersive one-day, six-hour seminar entitled "Teaching French in our Contemporary Culture" led by Pierre-Yves Roux, visiting FLE expert at the *Centre international d'Études pédagogiques* (CIEP) in France.

In Connecticut, Chapter President Jon Shee and Chapter Treasurer Evan Downey presented an interactive workshop titled, "French Teachers Strategy Session: Advocacy, Promotion, Innovation." They discussed ideas to support and promote French teachers and programs and shared interesting national survey data regarding the status of French teaching in America. The first social event included the worldwide *Le Petit Prince* expert, Howard Scherry, who gave a talk about his favorite author, Antoine de Saint-Exupéry. The *Comité exécutif* also presented a fast round of teaching tips and tricks. During their fall meeting, University of Connecticut representative, Jennifer Terni explained the UCONN/*Université de Toulouse* Exchange Program, a five-year program for engineering students which includes a full year in Toulouse studying French and interning with French companies. During the spring meeting, there was a mini workshop on Project-Based Learning presented by Evan Downey, Susan Sarrazin, and Jon Shee. They shared project designs for all levels, using songs, and showing sample projects.

The New Hampshire Chapter invited the state

Commissioner of Education Frank Edelblut to join their annual meeting where they shared with him their concerns regarding the decline of K-16 French instruction in the state, including program reductions and closures as well as a critical French teacher shortage, despite the evident need for French speakers in a state bordering Québec. Edelblut was an engaged listener and was very responsive to members' concerns. He vowed to help us find solutions for these problems.

The Western Massachusetts/Vermont Chapter organized several professional development opportunities for their members, including a workshop by Joshua Cabral about how the world of Millennials and Generation Z differs from ours and what we, as teachers, need to do in our classes. Marie-Josée Duquette, author and *attachée aux communications, Délégation du Québec à Boston* spoke about her books, *L'Histoire d'une vie trop courte* and *Une Québécoise à Boston*, and the chapter also organized a Skype presentation by Peter Vanter, St. Michael's College (VT), on Samuel de Champlain.

At the annual meeting of the Eastern Massachusetts Chapter, Mariette Monpierre, originally from Guadeloupe and well-known film director of *Le Bonheur d'Elza*, who had presented a three-hour workshop the day before on her films, spoke on her future film and TV projects. In August, the Chapter co-sponsored the Massachusetts Foreign Language Association Summer Immersion, held at Lasell College.

### Activities for Students

Webster, a *Québécois/Sénégalais*, hip-hop artist, was contracted by the Connecticut and Rhode Island Chapters to perform concerts for students during National French Week. He was a great success.

Friday March 22, the Eastern Massachusetts Chapter co-sponsored *La Journée de la Francophonie* with the French Cultural Services and the Québec Delegation, held at a local high school. It was attended by 950 French students from across the

state, accompanied by their teachers. There were two outstanding concerts, one by the Jacques Swartz-Bart, originally from Guadeloupe, and his Trio from the Berklee School of Music, and the other by "Crocodile River," a group from Mali based in Worcester, who were sensational. The *pièce de résistance* was a raffle with a Bruin's hockey stick signed by all members of the team as the grand prize.

Students and their families attended a French hockey night in Connecticut, and students from Rhode Island participated at the raising of the Francophone flag at the statehouse. Both chapters organized award ceremonies for the *Grand Concours*.

A special thank you to the AATF for helping a Rhode Island community that was about to lose their French program. The quick response from President Anne Jensen, members of the Executive Council, board members of the Rhode Island Chapter, French professors at the University of Rhode Island (URI), and members of the community, saved the program. We can make a difference if we work together!

Respectfully submitted,

► **Margarita Dempsey**  
Region I Representative  
[mbdempsey11@gmail.com](mailto:mbdempsey11@gmail.com)



# REGIONAL REPORTS

## REGION II (NEW YORK & NEW JERSEY)

### Professional Development Opportunities Offered to Chapter Members

In November 2018, the Pays du Nord Chapter welcomed Alana Gaddor who presented an introduction to Comprehensible Input workshop to members.

The Metropolitan NY Chapter co-hosted an annual conference with NYU on the theme of "Promoting Student Engagement and Facilitation Oral Production;" in March they co-hosted an annual conference with Columbia University on the topic, "Grammaire, je t'aime, moi non plus," and also co-hosted a workshop with the French Embassy on best teaching practices using the new TV5MONDE website.

The Nassau Chapter hosted a *table ronde* for teachers and administrators, while the Central New York Chapter offered a workshop in French on the Marquis de Lafayette, hosted two speakers who addressed the topics of "Student-Centered Learning in the Language Classroom" and "The Endless Possibilities for Connecting and Collaborating Through Technology," and in the spring gave a workshop on Martinique, as five members had attended the AATF convention in Martinique.

### Cultural Activities Offered to Chapter Members

The Western New York Chapter offered a *Rentrée* wine and cheese reception at a restaurant with live music, French Connexion; held a National French Week kick-off Gala Reception, again with music by French Connexion; and presented "Friend of French" awards. Festivities continued with a wine tasting and hors d'oeuvres, where a local wine merchant sponsored a tutorial about five regional wines and meal pairing. A yoga class was taught in French by a board member, and finally a *Soirée Poésie Musique* culture performance night was held both in November and in May, at which students and chapter members showcased their talents.

The Metropolitan NY Chapter hosted a *table française* at a local restaurant with a guest

from Corsica who discussed her culture and offered a "Wine, Cheese, Chocolate, and Jazz" event at a local school.

### Activities for Students

To celebrate National French Week, the Western New York Chapter created a five-day plan for morning P.A. announcements and gave the "Weather Outside" group announcement on WKBW channel 7 5:30 news. The chapter also hosted the Franco-Festival du Beau Fleuve heritage festival, a family night French film matinée, showing *Une Vie de Chat*. In March, a *Soirée francophone* panel was held for students to learn about French heritage speakers' customs. The chapter collaborated with the *Alliance française de Buffalo* to promote Festinema Junior 2019 Film Festival.

Éric Vincent gave a concert for an audience of 200 students for the Nassau Chapter.

In November, over 400 students, teachers, and parents headed to Syracuse, NY to watch hockey. The Central NY Chapter co-hosted its annual French Night at the Syracuse Crunch, and French enthusiasts flooded the seats as the Crunch took on the Laval Rocketts. French Students and Francophiles of all ages enjoyed a screening of *Henri Henri*.

### Grand Concours

The Rochester Chapter planned an awards banquet with the executive committee of the *Alliance française* of Rochester, while the Metropolitan NY Chapter held their *Grand Concours Distribution des Prix* Ceremony at the *Lycée français*.

The *Distribution des Prix* for the Suffolk Chapter also honored the winners of their poetry contest and the students who placed in the top ten in Suffolk County and the nation on the National French Contest. They also gave the Kathleen Lyons Memorial

Scholarship to graduating senior Katherine Gotard, Walt Whitman High School. The Nassau Chapter hosted 250 attendees at the *Remise des Prix* for the *Grand Concours*, with over \$7000 in prizes, and students presented classic and original poetry selections and played Pêril or Jeopardy during the ceremony.

### Collaboration with Local Organizations

SUNY and the Western NY Chapter co-sponsored a "Student French Career Panel Presentation," while the Rochester Chapter had an AATF table at their local world language conference.

### Activities which Involved the Community

At the Western NY Chapter's *Soirée francophone*, they invited six French heritage speakers from France, Congo, Rwanda, Haiti, and Canada to share their customs with the audience. In May, the chapter co-sponsored a film screening of *Elle s'appelait Sarah* with the Jewish Community Center in collaboration with their photographic exhibit: "Ghosts, French Holocaust Children."

Respectfully submitted,

#### ► Diane Paravazian

Region II Representative  
dparavaz@aol.com





## À VOTRE AVIS...

### A PLACE TO SHARE IDEAS, THOUGHTS AND PRACTICES

What's your favorite part of/why do you look forward to *la Rentrée*/back to school?

- ▶ **Heather Tedder** (NC): I love seeing my kids and hearing about their French-related adventures during the summer! I also love thinking about new ways to get kids talking and thinking *en français*.
- ▶ **Sheila Conrad** (IA): I love getting to know my new students!
- ▶ **Samantha Curry** (TX): My favorite part of *la rentrée* is meeting my new students and reconnecting with my returning students. We all get so excited for the new year.
- ▶ **Regina Symonds** (MA): I love to hear about my students' summer adventures... *en français, bien sûr*. It's also exciting to return to the classroom refreshed and full of new ideas after attending the AATF convention!
- ▶ **April Anderson** (MI): I'm most looking forward to seeing how we can expand on the experiences many of my students had while traveling in France with me. I'm always re-energized after a visit, I'm
- ▶ **Jane Rauschenberg** (OH): I love reconnecting with "my" kids. I'm the only French teacher in my district so we're together for all their years. That's the best part. I also love the sense of fresh start. Every year is a chance to try new things, improve previous lessons, and revisit favorite activities.
- ▶ **Megan Diercks** (CO): The new school year lets me improve on lessons that need some jazzing up, try new activities, and look forward to experiencing the tried and true favorites with a new class.
- ▶ **Stephanie Carbonneau** (ME): Since I feel like a French person trapped in an American body, *la Rentrée* is a chance to cultivate the awe of learning the language and the culture I happen to love with a group of impressionable young people. I get to walk alongside them as they embark on a discovery of self, their own community and the world. I get to return to doing what I love after a needed break where I get to immerse myself in personal exploration of anything and
- ▶ everything French. September for me is also like a rebirth. No other profession has the yearly chance to reinvent oneself, to start again with a clean slate, or has the opportunity to try out something new, to improve or to fix something that just did not work. Every year is new. Every student special. Experiencing it all in French together is just that much more magical.
- ▶ **Darcy Blake** (CA): Some students' only safe place is school. I love welcoming them into my classroom and creating an environment of trust and curiosity about the world - a world full of wonder and opportunity, especially for bi- or multi-linguals!

Our question for the November issue is: What is your favorite French club/*Cercle français* activity? Share your response (and pictures) via the AATF Facebook, NB Twitter (@AATFNB), or email [nbeditor@frenchteachers.org](mailto:nbeditor@frenchteachers.org) Merci!

# UPCOMING EVENTS

DETAILS AT [WWW.FRENCHTEACHERS.ORG](http://WWW.FRENCHTEACHERS.ORG)

CONGRÈS	
NOVEMBER <b>22</b>	<b>ACTFL À WASHINGTON</b> JOIN THE AATF AT OUR BOOTH IN THE FRENCH PAVILION, ATTEND THE FRENCH LUNCHEON, AND LOOK FOR SESSIONS GIVEN BY AATF MEMBERS AND OFFICERS.
FEBRUARY <b>13</b>	<b>NORTHEAST CONFERENCE</b> THE AATF WILL AGAIN BE PRESENT IN NYC AT NORTHEAST CONFERENCE. NUMEROUS SESSIONS WILL BE GIVEN BY AATF MEMBERS AND WE WILL HAVE AN EXHIBIT BOOTH WITH ALL OUR NEW MATERIALS. 
DATE LIMITE	
DECEMBER <b>1</b>	<b>OUTSTANDING ADMINISTRATOR AWARD</b> DOES YOUR ADMINISTRATOR GO THE EXTRA MILE TO SUPPORT LANGUAGES? NOMINATE THEM FOR THIS AWARD. A STUDENT COULD WIN A TRIP TO CONCORDIA LANGUAGE VILLAGES.
ACTUALITÉ AVEC L'AATF	
<b>FUTURE LEADERS PROGRAM</b> CHAPTERS, PLEASE IDENTIFY A CANDIDATE TO NOMINATE FOR THIS PROGRAM WHICH SEEKS TO DEVELOP FUTURE LEADERS FOR THE AATF .	
<b>CONGRÈS DE L'AATF À TROIS-RIVIÈRES</b> MAKE PLANS NOW TO ATTEND THE CONVENTION IN TROIS-RIVIÈRES, QUÉBEC. HALF-WAY BETWEEN MONTRÉAL AND QUÉBEC CITY, THIS CITY OF 130,000 AND IS 95% FRANCOPHONE. TWO TRAVEL AWARDS ARE AVAILABLE.	
<b>BOURSES OFFERTES AUX MEMBRES DE L'AATF</b> WATCH FOR ANNOUNCEMENTS ABOUT SCHOLARSHIP OPPORTUNITIES FOR 2020. IN ADDITION TO THE JANE BLACK GOEPFER AATF TRAVEL SCHOLARSHIPS, WE ALSO EXPECT TO HAVE AWARDS FROM THE COMMUNITÉ FRANÇAISE DE BELGIQUE, THE FRENCH GOVERNMENT, AND FRANCOPHONIA NICE. THE WALTER JENSEN SCHOLARSHIP IS AVAILABLE FOR STUDENTS PREPARING FOR A TEACHING CAREER.	

FEBRUARY 15

## ÉVÉNEMENT VEDETTE

### EXEMPLARY PROGRAMS

#### WHAT IS AN EXEMPLARY 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 website? Then you may be a candidate for the designation of Exemplary French Program sponsored by the AATF.

#### WHAT IS AN EXEMPLARY PROGRAM?

An exemplary program

- ▶ maintains high enrollment in French over an extended period, showing stability or growth;
- ▶ demonstrates an articulated, extended sequence of instruction;
- ▶ participates in AP, IB, level 5, and/or CIS;
- ▶ has highly qualified teachers;
- ▶ implements key instructional practices in a standards-based curriculum;
- ▶ uses standards-based performance assessments;
- ▶ engages in staff development;
- ▶ demonstrates collaboration and support among teachers, parents, and administrators;
- ▶ provides special program features, connects to the community;

Apply on the official form by **February 15, 2020**.



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## REMINDER: IMPORTANT DEADLINES AND DATES

- NOVEMBER 1-10 ....** National French Week [see page 26]
- NOVEMBER 15 .....** Deadline for submissions for NFW Contests [see page 26]
- DECEMBER 1 .....** Deadline for proposals for the AATF Convention in Trois-Rivières [see page 21]  
 Deadline for nominations for Outstanding Administrator [see page 20]
- DECEMBER 15 .....** Deadline for applications for the Leadership Program [see page 24]
- JANUARY 15 .....** Deadline for applications for Convention Travel Award [see website]
- FEBRUARY 1 .....** Deadline for nominations for the Ludwig Excellence in Teaching Award [see website]
- FEBRUARY 15 .....** Deadline for Exemplary Program applications [see website]
- MARCH 1 .....** Deadline for applications for the Valette Legacy Award [see website]  
 Deadline for applications for AATF Small Grants [see website]
- MARCH 15 .....** Deadline for applications for Jensen Scholarship [see website]

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

**CONTACT FRENCH GOVERNMENT REPRESENTATIVES :** If you are looking for support or information from the French Embassy Cultural Service, you can go to their Web site to find the most current information for each of the consulates, Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, as well as for the Embassy in Washington. Go to [www.frenchculture.org](http://www.frenchculture.org)

## TROIS-RIVIÈRES

**July 15-18, 2020**

Watch for updates:  
[www.frenchteachers.org](http://www.frenchteachers.org)

« Immersion culturelle et re-nouveau pédagogique: l'AATF à Trois-Rivières »



**AMERICAN ASSOCIATION  
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