

NATIONAL BULLETIN

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L'ÉTUDE DU FRANÇAIS DANS LES UNIVERSITÉS AMÉRICAINES

Introduction

Le français est une langue importante dans le monde entier; et c'est pour cette raison que des milliers d'étudiants décident d'apprendre le français dans les établissements universitaires des États-Unis. D'après le rapport de la *Modern Language Association of America (MLA)*, le français fait partie du top trois des langues les plus étudiées dans les universités américaines. Il révèle aussi que l'inscription des étudiants en français a augmenté de 4,8% de 2006 à 2009 (Furman, Goldberg, Lusin). Le but de ce projet est de découvrir le statut de l'étude du français dans l'éducation

supérieure américaine et de voir si les inscriptions d'étudiants en français ont continué de s'accroître depuis 2009.

Objectifs

L'objectif général de cette étude est d'avoir une meilleure idée du statut de l'étude du français dans les universités américaines.

Les objectifs suivants nous permettront de savoir quel est/quels sont:

- le nombre d'étudiants de premier cycle apprenant le français;
- le nombre d'étudiants qui se spécialisent en français;
- le statut de l'étude de la langue

française de 2009 à 2013;

- le nombre d'étudiants qui combinent le français avec une deuxième spécialité;
- les disciplines avec lesquelles les étudiants choisissent de combiner le français;
- les cours spécialisés en français offerts dans les universités;
- les classes de français de quatrième année qui attirent le plus grand nombre d'étudiants.

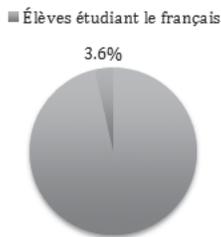
Méthodologie et déroulement

Le sondage a été envoyé à 2072 personnes qui travaillent dans des universités américaines qui offrent des classes de français. Ces personnes sont soit des professeurs de français ou des présidents de département de langues. Une liste de 1315 noms et méls nous a été gracieusement fourni par l'AATF. Les 757 autres contacts ont été collectés lors de recherche sur le site Internet des différentes universités aux États-Unis. Le sondage a été envoyé aux 2072 personnes par mél via [Survey-Monkey.com]. Parfois, deux ou trois personnes de la même université

Index

AATF Convention in New Orleans	5
AATF Executive Council	6
President's Message	7
AATF Commissions.....	8
Career-Ready with French+ Skills.....	12
Franco-American Friendship.....	13
<i>Ressources pour la rentrée</i>	15
Call for Commission Proposals	17
ISE Language Matters Award	18
Classroom Activity for the Holidays.....	19
<i>Salut les jeunes!</i>	23
AATF FLES* Poster Contest.....	25
Call for Proposals for New Orleans.....	26
French Camp for Middle Schoolers.....	27
Excellence in Teaching Awards.....	29
Outstanding Senior/Excellence in French Awards.....	30, 35, 36
Walter Jensen Scholarship	31
AATF Future Leaders Program	33
Boren Awards for African Languages..	34
Administrator of the Year Award.....	37
AATF Materials Center.....	38

Pourcentage d'étudiants de premier cycle étudiant le français



Graphique 1

ont reçu le sondage pour augmenter les chances de réponses, mais une réponse pour chaque université a été employée dans les analyses. Tous ces établissements offrent des programmes de premier cycle d'une durée de quatre ans.

Le questionnaire est composé au total de 14 questions, dont huit qui sont essentielles pour répondre à nos objectifs. (Voir l'annexe A pour le questionnaire complet.) Des 2072 personnes qui ont reçu le sondage, 521 réponses nous ont été retournées pour un taux de réponses de 25%. De ces 521 retours, 270 ont été automatiquement supprimées puisqu'elles ne procuraient que des réponses pour questions 1 et 2. Ensuite, nous avons éliminé les 26 données que nous avons en double pour certaines universités. Notre analyse a utilisé les 225 données d'établissements universitaires représentant 43 états des États-Unis.

Analyse des résultats

- Analyse des questions 1 et 2: *What is the name of your university/college and its location?*

Les réponses du sondage proviennent de 225 universités différentes (Annexe B); 196 d'entre elles offrent le français comme matière principale et 29 l'offrent seulement comme une option. Ces 225 établissements universitaires recouvrent un total de 43 états différents et Puerto Rico.

Le questionnaire a été envoyé à des personnes qui travaillent dans les universités couvrant tous les états des États-Unis, et seuls les états de l'Alaska, de Delaware, du Montana, du Nevada, de l'Oklahoma, de la Virginie occidentale et du Wyoming ne sont pas représentés dans l'étude des résultats.

- Analyse de la question 3: *How many total undergraduate students are there at your university/college?*

Le nombre d'étudiants dans ces 225 universités, qui offrent le français comme matière principale et/ou comme

option, est de 1.634.042.

- Analyse de la question 4: *How many undergraduates study French?*

Au total, il y a 58.652 étudiants de premier cycle qui étudient le français dans ces 225 universités. Ce résultat comprend les établissements universitaires qui offrent le français comme matière prin-

cipale et/ou une option en français. Les 196 établissements universitaires offrant une spécialisation en français comptent 56.806 étudiants et les 29 autres établissements offrant une option comptent 1846 élèves.

Le total de 58.652 élèves apprenant le français représente 3,6% des étudiants en premier cycle parmi ces universités (graphique 1).

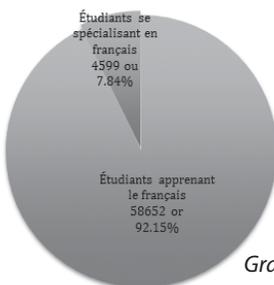
- Analyse de la question 5: *How many of those undergraduates are French majors?*

Les 4 599 étudiants qui ont choisi le français comme matière principale (*major*) représentent 7,84% des 58.652 élèves apprenant le français en premier cycle (graphique 2).

- Analyse de la question 6: *If known, what is the progression of French enrollments in your university/college?*

Avant d'analyser le statut de la langue française dans les universités américaines, les données collectées ont été sélectionnées selon un critère particulier. Seules les réponses contenant le nombre d'inscriptions en français pour chacune des années 2009-2010, 2010-2011, 2011-2012 et 2012-2013 ont été utilisées. Les réponses qui ne comportaient qu'une, deux ou trois informations ont été exclues de cette étude. Parmi les 225 réponses obtenues, seulement 99 d'entre elles correspondaient à notre critère de sélection. Pour cette analyse, 99 universités de 36 états différents sont représentées. Nous avons inclus dans nos calculs les 92 réponses qui nous ont donné

Pourcentage d'élèves se spécialisant en français



Graphique 2

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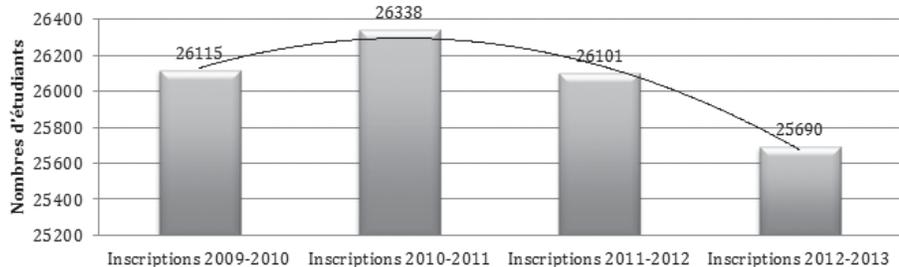
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Statut de l'étude de la langue française dans les universités américaines
2009-2013

Graphique 3



le nombre d'étudiants en français dans leurs établissements universitaires ainsi que les sept données indiquant le nombre d'étudiants ayant le français comme matière principale. Pour cette raison, les calculs montrent seulement une estimation approximative de l'évolution du statut du français de 2009 à 2013.

L'étude de la langue française dans les établissements universitaires aux États-Unis a augmenté de 2009-10 à 2010-11 puis elle a continué à diminuer en 2011-12 et en 2012-13 (graphique 3).

Si nous regardons l'évolution chronologique, nous pouvons observer une progression de 0,85% des inscriptions de 2009-2010 à 2010-2011, soit une augmentation de 223 inscriptions. Puis, l'étude du français connaît une baisse de 0,89% (ou 237 inscriptions) de 2010-2011 à 2011-2012. Finalement, c'est de 2011-2012 à 2012-2013 que les inscriptions en français chutent de 1,57% (ou 425), ce qui est la plus forte baisse pendant ces quatre années. Si l'on examine les années 2009-2010 avec celles de 2012-2013, il y a une baisse de 1,62% (ou 425) entre les inscriptions en français de 2009-2010 et de 2012-2013.

- Analyse de la question 7: *How many of your French majors are double majors with another discipline?*

Afin de répondre à la question 7, il était nécessaire d'obtenir le nombre d'étudiants avec le français comme matière principale (question n° 5) et le nombre de ceux qui spécialisent dans une deuxième matière (question n° 7). L'absence d'un de ces nombres a été automatiquement éliminée de la liste de données pour l'analyse de cette question. Nous avons donc utilisé les réponses complètes aux questions n°5 et n°7 des 194 universités de 41 états différents et Puerto Rico.

Des 4 263 étudiants se spécialisant en français, 2 805 (65,8%) d'entre eux ont une deuxième matière principale et 1458 (34,2%) d'entre eux ne se concentrent qu'en français (graphique 4).

Sur 194 universités, 43 d'entre elles (22,16%) ont tous leurs étudiants ayant le français et un deuxième sujet comme matières principales. De plus, 150 (77,32%) des 194 universités ont plus de la moitié de leurs étudiants avec deux matières principales, y compris le français.

- Analyse de la question 8: *What are these disciplines/subjects?*

Les résultats de 194 universités provenant de 41 états différents et Puerto Rico ont été analysés pour cette question. En ce qui concerne la deuxième matière principale de ces étudiants se spécialisant en français, les réponses obtenues étaient variées et la majorité d'entre elles étaient très détaillées. (Voir l'annexe C pour une liste complète.) Les résultats montrent que les étudiants combinent le français avec toutes sortes de disciplines.

Les données recueillies ont permis de réaliser un classement des huit matières les plus citées par ordre d'importance: l'histoire (78 fois), les études mondiales et internationales (77 fois), les arts/histoire de l'art (75 fois), l'anglais (73 fois), la biologie/chimie (71 fois), le commerce (70 fois), les langues étrangères (62 fois), la science politique (58 fois).

- Analyse de la question 9: *What "specialized" French courses, if any do you offer?*

La question 9 a reçu les réponses de 174 établissements universitaires représentant 41 états dans le pays et Puerto Rico. Cette question était à choix multiples et demandaient de choisir les cours spécialisés que

les universités offrent à leurs étudiants de français. Les choix suggérés étaient les suivants: le français pour les sciences politiques et les relations internationales, le français pour le commerce, le français pour le droit, le français pour le génie, le français pour la mode, le français pour la profession d'infirmier, le français pour la pharmacie, le français pour le journalisme et autres. Le choix «autres» a permis de mentionner les matières spécialisées, qui n'apparaissaient pas dans la sélection présentée, étant offertes dans leurs universités.

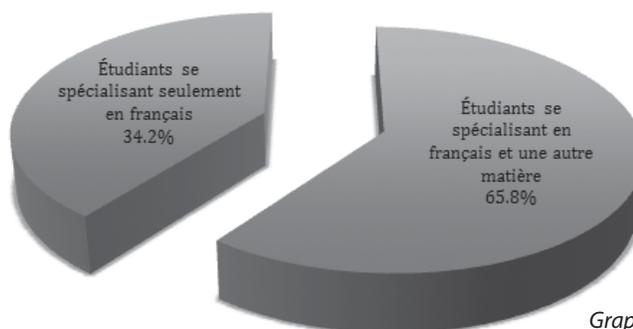
Les matières qui ont obtenu le plus grand nombre de réponses en ordre décroissant sont le français pour le commerce, autres, et le français pour les sciences politiques et les relations internationales. Le français pour le commerce a récolté 102 réponses, soit 58,6% des réponses obtenues. Le choix «autres» a été sélectionné 52 fois (30%) et le français pour les sciences politiques et les relations internationales 14 fois (8%). Les 6 autres cours proposés n'ont obtenu qu'une seule sélection chacune.

Grâce aux données soumises dans la catégorie «autre», nous pouvons voir que la traduction (7 réponses ou 5%), l'enseignement/l'éducation (4 réponses ou 3%) et «aucun» (6 réponses ou 4%) ont été mentionnés le plus souvent (graphique 5).

- Analyse de la question 10: *Which of your senior year-level courses attract the largest numbers of students?*

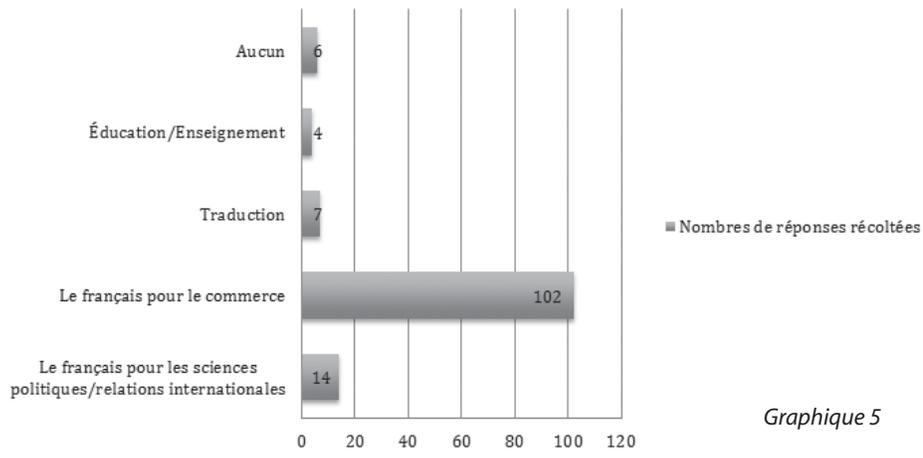
Afin de savoir quelles sont les classes de français de quatrième année qui attirent le plus d'étudiants, nous avons analysé les résultats de 192 universités de 41 états des États-Unis et Puerto Rico. Les réponses recueillies donnaient soient le nom spécifique d'un cours, tel que «Passion et pouvoir dans la littérature française» ou le nom général d'une catégorie, tel que «littérature française». (Voir

Les étudiants et leur(s) matière(s) principale(s)



Graphique 4

Cours spécialisés offerts dans les universités



Graphique 5

l'annexe D pour une liste complète.) La formation de catégories a été donc créée pour classer les cours avec des thèmes plus particuliers, mais pour certains cours cela n'a pas été nécessaire (ex. traduction, phonétique). Seules les catégories suivantes ont été formées: la littérature, le cinéma, la culture et civilisation.

Les résultats indiquent que trois cours/catégories se démarquent des autres. La littérature est le cours de français de quatrième année le plus

populaire auprès des étudiants avec 80 mentions des réponses amassées. En deuxième position, nous avons le cinéma avec 40 mentions et juste derrière avec 37 mentions, la culture et civilisation obtiennent la troisième place. La littérature domine le classement car elle a été mentionnée deux fois plus que le cinéma et la culture et civilisation.

Conclusion

D'après les 225 universités des 43 états plus Puerto Rico qui ont répondu

au questionnaire, un total de 58.652 étudiants de premier cycle étudient le français. La majorité d'entre eux apprennent le français pour satisfaire une partie des cours obligatoires imposés par leurs programmes d'étude. Ils représentent un large groupe d'étudiants qui ont l'opportunité de choisir le français comme matière principale. En même temps, ils représentent un défi pour les professeurs des départements de français qui doivent encourager les étudiants à continuer à poursuivre l'étude du français. Nos résultats révèlent que des 58.552 étudiants étudiant le français, 4 599 d'entre eux choisissent tout de même le français comme matière principale.

Par ailleurs, plus de 65% des étudiants se spécialisent en français ont une deuxième concentration. Ces résultats suggèrent que les étudiants sont peut-être attentifs aux demandes du marché mondial et ils voient l'étude du français comme un atout majeur permettant d'accroître leurs opportunités professionnelles. Le français se combine avec une grande variété d'autres disciplines comme l'histoire, les études internationales, les arts, la biologie, le commerce et les autres langues. Il est donc important de soutenir la tendance des étudiants

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d'apparier le français avec une autre discipline et de promouvoir le français dans les autres programmes.

En ce qui concerne plus particulièrement les cours spécialisés, il semble que le français pour le commerce est celui qui est le plus offert dans les universités. Les autres cours spécialisés n'ont récolté que très peu de réponses ou aucune, comme par exemple le français pour la pharmacie ou le français pour le génie (engineering). C'est l'occasion ici, pour les professeurs des départements de français, d'identifier les domaines en besoin de cours spécialisés afin de susciter l'intérêt de beaucoup plus d'étudiants, ce qui serait aussi bénéfique pour les programmes en français.

À partir des réponses de 192 universités, les cours de français de quatrième année qui attirent le plus d'élèves sont les cours de littérature, peut-être parce que ce sont les cours les plus souvent proposés dans les universités.

Finalement, les résultats du sondage proviennent d'universités offrant le français et, par conséquent, ils n'indiquent pas où l'offre de français a été éliminée. Néanmoins, nous pouvons conclure que le nombre d'étudiants en français est relativement stable dans ces programmes. L'augmentation des inscriptions en français, présentée par la MLA, de 2006 à 2009 s'arrête là. Il y a bel et bien une baisse dans les chiffres recueillis dans notre sondage mais c'est une diminution de seulement 1,62%. Il est important d'insister sur le fait que le nombre d'étudiants en français dans les universités américaines reste toujours important.

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Note

Les Annexes sont affichées sur le site de l'AATF à [www.frenchteachers.org/bulletin/annexes.pdf].

Référence

Furman, Nelly, David Goldberg, and Natalia Lusin. "Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2009." MLA. 2010. The Modern Language Association of America. Web. 11 June 2013. [www.mla.org/pdf/2009_enrollment_survey.pdf].

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FRENCH REVIEW ANNOUNCEMENTS

The *French Review* welcomes articles for a Special Issue on *Francophonie(s)*. This Special Issue, to be published in May 2015, will be devoted to the evolving status and meanings of *la francophonie*. Scholars working in numerous fields are encouraged to submit articles: literature, film, cultural studies, linguistics, pedagogy. Multidisciplinary approaches are welcome. Relevant topics can include: the origins and institutionalization of *la francophonie*, the ways in which the French language interacts with others in the Francophone world, the concept of *la littérature-monde*, etc. Authors should consult our on-line Guide for Authors for the formatting requirements: [frenchreview.frenchteachers.org]. Deadline for submission: **August 1, 2014**.

New Rubric: *Dossier pédagogique*. The purpose of this rubric is to publish texts and lesson plans that can be used directly in the classroom at all levels. They will be available on-line so that teachers can easily download and/or print them from the *French Review* Web site. Submitted texts should be sent to the Editor in Chief [edward.ousselin@www.u.edu].

A Reminder about our shorter rubrics:

(1) *Actualités du monde francophone: applications pédagogiques*

Have you recently used news reports of current events in one of your classes? Did you apply a particularly effective teaching method? Do your students now know more about the Francophone world? If so, this rubric will allow you to share your experience with your colleagues.

(2) *Lettrismes: le français dans tous ses états*

This rubric is devoted to our endless fascination with the French language. Can you present and explain a set of words or expressions in an original way? Can you produce a drawing that will visually illustrate an idiomatic expression? If you are serious about your wordplay, share your texts and graphics with our readers.

Both of these rubrics are designed for shorter texts (between one and two thousand words). For each of them, part of the content (links, graphics, etc.) can be posted on the *French Review* Web site. All AATF members who have developed innovative methods to use current events in the Francophone world for teaching purposes, or who have found intriguing or playful ways to illustrate words or expressions in French, are invited to submit their texts.

2014 AATF CONVENTION IN NEW ORLEANS

Mark July 19-22, 2014 on your calendars! The 87th annual AATF convention will be held on those dates at the Astor Crowne Plaza Hotel in New Orleans. The hotel is located on the corner of Canal and Bourbon Streets, in the heart of the *Vieux Carré*. We are planning a number of exciting activities as well as the usual excellent professional program.

Call for Proposals

The Call for proposals is now on the AATF Web site at [www.frenchteachers.org]. The deadline for submissions is **December 15, 2013**. We are looking for proposals addressing any aspect of French language or Francophone literatures or cultures. Useful classroom practices and ready-to-use activities are always welcome. Presentations can be research-based, but all sessions should be given as lectures or talks with participant involvement. Effective strategies for promotion and advocacy are particularly important in these difficult times.

Hotel Information

The convention will take place at the Astor Crowne Plaza Hotel. The incredible convention rate we have negotiated is \$145 (+ taxes). Watch the January issue of the *National Bulletin* for information on reserving a room and finding a roommate.

Program

We expect to have a full program of sessions and workshops with a number of additional features, including a *dictée*. We are also exploring possible areas of collaboration with local groups as well as the local chapter.

Activities

In addition to the wonderful summer activities traditionally available in New Orleans, we are working on a number of ideas for post-convention workshops and excursions to places of interest in the region.

Watch the AATF Web site for more details regarding costs, travel, the program, and other information which will be posted as the various elements are confirmed.

BE SURE TO VISIT THE
JNCL WEB SITE
www.languagepolicy.org

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Découvrez la Nouvelle-Orléans!

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

MESSAGE FROM THE PRESIDENT

*Salut, bois couronné
d'un reste de verdure...*

Hopefully these words of Lamartine will uplift your spirits as you guide today's young people in their appreciation of the French language, literature, and culture. You are probably engaged in the celebration of National French Week at this time. Remember that our efforts to increase the visibility of French depend primarily on you. Display your poster prominently and arrange activities for your students that will lead them to see the value and the fun of learning French. If you need ideas, go to [www.frenchteachers.org], and you will find a plethora of ways to celebrate *la Semaine du Français*.

If you teach in an elementary, middle, or high school, you will soon receive an announcement for the 2014 *Grand Concours*. Encourage as many students as possible to participate. This is one of the best ways to promote French. Remind your students that close to 100,000 others compete in this contest, where "every child is a winner," to quote the late Sid Teitelbaum, the founder of this enriching experience. The *Concours* will prepare your students for the Advanced Placement examination, because it is aligned with the same standards. It will measure their progress with other students throughout the U.S. and abroad. Prepare now for an impressive Awards Ceremony in your school and in your chapter. Publicize your winners and affirm all your participants.

As the end of 2013 approaches, let us remember our theme, "le français, langue du 21^e siècle." Read the *May French Review* for ideas to help you promote French as an important tool for the twenty-first century. Our colleagues have inaugurated collaborative programs to integrate French with other disciplines. Some interdisciplinary combinations include French with business, marketing, management, journalism, European Union studies, and media and the arts. Let us know your creative ideas so that we can make them available through the website to all of our members.

Do you or your students know the role of France in today's society? They may be interested to learn that French has led the way for many years in the airline industry. In fact, aeronautic supplies head all U.S. imports from France. The Bloomberg Report listed French as the third most important language for trade

and commerce in 2011. Canada remains the top U.S. trade partner; just look at all those items with labels in English and French. Canada, France, Belgium, and Switzerland, all Francophone countries, rank among the ten top trade partners of the U.S., according to the U.S. Census Bureau. France excels in science and technology as well. Spot Image 5 is one of the most important satellites for the exploration of space. The pharmaceutical company Généthon received the Prix Galien in 2012 for its work on gene therapy. France has been a leader in computers from Pascal to the Minitel. Let your students know that France is more than *le pays du vin et du fromage*, despite their importance.

Our success as French teachers depends greatly on the way we teach. A new century demands new methods. Do you have an activity that works for you? The AATF is calling for proposals for New Orleans, where from July 19-22, 2014 we will hold our annual convention (see page 5). Submit your successes and share them with all of us. Are you in need of new ideas? Plan to come to the convention, where New Orleans will inspire you and where you will learn from your colleagues.

If you and your colleagues have creative ideas, innovative programs, and enthusiastic students, then you are a candidate for our new excellence awards. We know that there are many outstanding programs in our schools and universities. We would like to identify them and publicize them. Schools will not eliminate a successful program. Let your program be recognized by the AATF, appear on our Web site and in your local media. Look for the criteria and application information in the January *National Bulletin*.

The AATF remains the largest association of French teachers in the world, with more than 9000 members. In order to maintain this distinction and to be a voice in today's society, we need your active membership. Invite a nonmember to the next meeting of your chapter. Let the person see your commitment to the promotion of French and to new paths of instruction, and this teacher will want to become a member of such an effective group. There is strength in numbers. Together we can convince our constituents that French is indeed "la langue du 21^e siècle," and that it has a promising future. We can demonstrate to the next generation all that French has to offer



from *Le Médecin malgré lui* of Moliere to *Médecins sans frontières* of today's world; from the Gothic cathedrals that soared to the heavens to Airbus that soars above them; from the *Défense et Illustration de la langue française* to the more than 220,000,000 speakers of French throughout the world.

Bon courage en promouvant le français!

Mary Helen Kashuba

Mary Helen Kashuba SSJ
President, AATF
[kashubam@chc.edu]

Feed the imagination as well as the palates of those you are trying to reach.

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

Entertain with student or guest performances or films.

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

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

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

AATF 2013 NATIONAL COMMISSIONS

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Commission on Middle Schools Janel Lafond-Paquin ♣, Chair [2015]

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Commission on Colleges & Universities Chair to be named [2016]

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(see page 17)

July 19-22, 2014
New Orleans



Watch for updates:
www.frenchteachers.org
"Le français, langue à
multiples visages"

MIDDLE SCHOOL COMMISSION SEEKING AUTHORS

The AATF Commission on Middle Schools is actively seeking teachers who would like to help in creating a hands-on volume of activities to accompany authentic children's stories. Contributors will be sent a template to follow and will be assisted as they compile their activities. Final formatting will be done by the Commission Chair prior to publication of the volume.

In order to help those who are considering participating in this project, here are the steps to follow to prepare a story for publication in the AATF Middle School Manual:

- Choose an authentic children's story from any Francophone country and please let me know what you have chosen in order to avoid any duplications.
- Page 1
 - a. Find a free graphic for your story;
 - b. Record the title, author, publica-

tion information, and the ISBN number;

- c. Write a short summary of your story in English;
 - d. List the main vocabulary and grammatical structures addressed in the story.
- Pages 2- 5+
 - a. Create a minimum of five activities for your story, trying whenever possible not to repeat activities that have already been done (Please check with me before preparing an activity);
 - b. Give the activity a name and include a small copyright free image to go with each activity;
 - c. List all supplies needed for the activity;
 - d. Write out clearly all instructions for doing the activity;
 - e. Make a list of all the national standards addressed in each activity.

If you have any questions, comments, and/or suggestions as you are working on your selection, please feel free to e-mail me at [madamep51@hotmail.com], and I will be more than happy to help you in any way I can.

I look forward to receiving your completed activities!

Janel Lafond-Paquin ♣
Chair
AATF Middle School Commission
[madamep51@hotmail.com]

Check out all our Commis-
sions and their various
projects at:

[www.frenchteachers.org/
hq/commissions.html](http://www.frenchteachers.org/hq/commissions.html)

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

J'espère que la fin du semestre d'automne se présente bien pour vous et vos élèves. En profitant des nouvelles technologies et des médias sociaux, nous cherchons à vous offrir davantage de possibilités de formation professionnelle, de communication et de collaboration. Utilisez ces outils pour profiter des intérêts et des aptitudes, sans parler d'obsessions, de vos élèves.

Cet automne, nous avons organisé deux webinars, un sur l'héritage franco-phone aux USA et l'autre sur l'emploi de la technologie dans la salle de classe. Chaque webinar a de un à trois intervenants et offre des activités ou exercices pratiques prêts à utiliser dans la classe, et nous travaillerons avec les participants afin de fournir les documents nécessaires pour qu'ils reçoivent des crédits professionnels. Si vous voulez suggérer des thèmes pour les deux webinars qui auront lieu au printemps, veuillez bien les communiquer à [abrate@siu.edu].

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

Dans les semaines à venir vous recevrez des sondages de la part de l'AATF. Nous vous demandons de bien vouloir les remplir pour que nous puissions tenir en compte vos besoins et vos attentes et mieux orienter nos projets.

La fin de l'année et le printemps sont les moments propices pour promouvoir le français. Planifiez dès maintenant plusieurs activités ou événements en préparation aux inscriptions pour l'année prochaine. Soulignez l'importance du français comme langue commerciale, langue internationale et langue globale. Soyez sûrs que les élèves savent pourquoi il est utile d'apprendre le français pour qu'ils puissent convaincre leurs parents et leurs amis.

N'oubliez pas d'inscrire vos élèves au Grand Concours au mois de mars [www.frenchteachers.org/concours]. Si vous avez déjà un chapitre de la Société Honoraire de Français, utilisez la cérémonie de fin d'année et les activités pour faire parler du français dans toute l'école. Si vous n'avez pas de chapitre de la Société, formez-en un dès maintenant.

Imaginez des projets conjugués avec des professeurs d'autres matières ou d'autres langues. Chaque fois que possible, invitez parents, administrateurs, conseillers et membres de la commission scolaire à observer et surtout à participer.

Recommandez des élèves pour l'*Outstanding Senior in French Award* (un élève ou étudiant par établissement par an; voir page 35) ou l'*Excellence in French Award* (autant d'élèves que vous voulez à n'importe quel niveau; voir page 36). Si possible, faites de la présentation de ces prix un événement public et médiatique.

Si vous n'avez pas encore renouvelé votre cotisation pour 2014, veuillez bien le faire maintenant. Cela nous économise du temps et de l'argent quand tout le monde renouvelle avant le 31 décembre.

Depuis presque deux ans, nous essayons de réunir une liste de tous les professeurs de français aux USA. Cette liste compte actuellement plus de 28.000 noms obtenus surtout des listes d'état et de certaines organisations. Cependant, il nous manque encore la moitié des états, et ces listes officielles ne recensent pas en général les professeurs dans le privé et au niveau supérieur. À titre d'exemple, on y trouve 12.692 personnes qui n'ont jamais été membre de l'AATF et 6506 qui ont été membre au moins pendant un an depuis 2000 mais qui ont laissé tomber leur adhésion.

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

Pour la quatrième année consécutive, nous allons organiser le *Future Leaders Fellowship Program*. Nous invitons chaque chapitre à nommer un/e candidat/e pour ce programme qui aura lieu avant le congrès de la Nouvelle-Orléans. Les «anciens» des années précédentes sont déjà devenus respon-

sables dans leurs chapitres, présidents de commission ou administrateurs du Grand Concours. Si vous voulez en savoir plus, contactez Janel Lafond-Paquin ✉ à [madamep51@hotmail.com] qui dirigera le programme en 2014. Si vous vous intéressez à participer à ce programme, contactez le/la président/e de votre chapitre de l'AATF.

Dans les pages de ce numéro, vous trouverez des informations sur beaucoup de projets et de programmes qui bénéficient aux membres de l'AATF et à leurs élèves et étudiants: *FLES* Poster Contest* (voir page 25), les bourses d'été (voir page 17), *AATF Small Grants* (voir page 31), *Ludwig Excellence in Teaching Awards* (voir page 29), *ISE Language Matters Award* (voir page 18), et la *Walter Jensen Scholarship for Study Abroad* (voir page 31).

Si vous avez besoin d'un argument pour contrer l'idée que le français n'est pas une langue «critique», regardez bien à la page 34. Sous les auspices du *National Security Education Project* (NSEP), le gouvernement a créé depuis plusieurs années des programmes de longue durée pour subvenir au besoin du pays en professionnels qui maîtrisent à un niveau assez élevé le chinois, l'arabe. Les *Boren Awards for African Languages* sont ouverts aux étudiants qui possèdent déjà une certaine compétence en français. Le programme vise à améliorer leur compétence en français en même temps qu'ils commencent l'apprentissage d'une langue africaine. La formation aura lieu en partie au Sénégal. C'est une occasion unique pour les étudiants mais qui démontre également que le français est aussi une langue critique.

En faisant vos projets d'été, n'oubliez pas de venir nous rejoindre du 19 au 22 juillet à la Nouvelle-Orléans. Notre hôtel se trouve dans le Vieux Carré au coin des rues Canal et Bourbon. Vous trouverez d'autres renseignements à la page 5 et sur le site de l'AATF dès que nous aurons confirmation des détails.

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

Jayne Abrate
Secrétaire générale
[abrate@siu.edu]

2013 NATIONAL FRENCH CONTEST ADMINISTRATORS OF THE YEAR



Outstanding National French Contest Administrator - Small Chapter

Charlotte Jabbour Neller, National French Contest Administrator, Oklahoma AATF Chapter, is a native of Lebanon and has been a U.S. citizen for 40 years. She received her education in a Catholic school in Lebanon up through the *baccalauréat* with a French education.

Thanks to her brother, she learned of an opening for a translator with the United Nations. She worked as an executive secretary/ translator in French and Arabic for Saudi Arabia's Permanent Mission to the United Nations for a year and a half. She came to Tulsa, OK to join her family where she continued her education and received a Master's degree from the University of Oklahoma.

Her love for teaching began when she was asked to start the Arabic language program at Tulsa Community College in 1991. She has been on campus ever since as adjunct professor and advisor. She was asked to teach French sometimes at the college and really loved it. One of her students was a teacher at Cascia Hall Prep School. When she left her job at Cascia, Charlotte applied and worked there for six years, teaching French to grades 8-12. She was certified in French and now for the last 7 years has been teaching French at Union Public Schools.

She has taken students to Europe and sponsored many French club activities. She served on the board of the *Alliance française* of Tulsa. She attended the Martinique and Atlanta AATF conventions and networked and started the *Test de connaissance de français*, serving Oklahoma and the surrounding states. She has two sons and one granddaughter.

Outstanding National French Contest Administrator - Large Chapter

Pat Nakashima is a retired French (and Spanish) teacher from the San Jose Unified School District (37 years). She taught in five different schools during her career after graduating from Stanford University with her teaching credential and Master's Degree in Education. She taught Spanish and French at all the schools, including the two high schools – Gunderson and San Jose High Academy (now San Jose High School). She retired from San Jose High Academy in 2002, after teaching there for 12 years in the prestigious International Baccalaureate Program. During her tenure as a language teacher, she served at both local and state levels in professional organizations. She was president of the Foreign Language Association of Santa Clara County and president of the California Foreign Language Teachers Association (CLTA). She was awarded the National Textbook Outstanding Teacher in 1995 and the Hal Wingard Lifetime Achievement Award in 2007 from CLTA. In 2009 she was honored to receive the rank of *Chevalier dans l'Ordre des Palmes académiques* from the French government.

She began serving as Administrator of the *Grand Concours* for the Northern California AATF Chapter in 2003, the year after she retired. It has been a rewarding, though sometimes exhausting, task to deal with the *Grand Concours* for the chapter, especially since the numbers have grown so much in the past few years. Pat considers it a pleasure and a privilege to work with and meet many of the participants in the Contest. She is honored to receive this award from her peers.



Outstanding Senior in French Award

Recognize outstanding students at the high school or university level!

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

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

For more information and complete eligibility requirements:

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

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



REGIONAL REPORTS

REGION III - MID-ATLANTIC

A large variety of activities has taken place throughout Region III this year.

Region III was ranked number 1 in enrollment for the *Grand Concours* by attracting 12,573 participants. Special kudos go to the Northern Virginia AATF Chapter which recruited 2806 students, the Virginia Chapter with 2185 registrants, and the Maryland chapter with 2097 names!

French/Francophone culture was a popular topic at several chapter meetings, featuring such topics as the Impact of Ethnic and Racial Minorities on Social, Political, and Cultural Aspects of Current French Society; *Les Misérables: Teaching Culture and History and Listening Skills*; *L'Évolution de la Femme marocaine*; *La Suisse: un petit pays plein de contrastes*, and *L'Alsace, carrefour européen et carrefour linguistique*; *La Question alsacienne est-elle toujours encore politique?*

The Virginia AATF Chapter continues to play an important part in encouraging its members to attend the VCU French

REGION IV - SOUTHEAST

Communication, immersion experiences, advocacy, meaningful partnerships, the recruiting of new members and the building of connections remain the core of what chapters in Region IV have been working on, day after day, in an effort to help French teachers stay involved, active, and connected.

Communication remains our top priority, whether it be through bringing information down to all members, or recruiting new members via new media. Thanks to social media such as Facebook (AATF South Carolina, French Teachers of Alabama, Mississippi Chapter of the American Association of Teachers of French), newsletters sent via e-mail (Florida's FLAATF eNewsletter), nice Web sites (North Carolina's [ncaatf.org], Mississippi's [msfrenchteachers.org], [flaatf.com]), Google sites (Georgia), or even a wikispace (South Carolina), communication continues to be the highlight for all we do to help everyone stay connected to each other.

page is sweet and simple, and it offers precious information. It also articulates the chapter's mission very clearly, demonstrating how it "strives to be a place where teachers and learners of French can find others who share their concerns about maintaining the teaching of French in the North Carolina schools. It should be a place where we can share ideas and resources, and where we can access addresses and information to help in promoting our programs." I encourage all readers to visit this excellent page for inspiration and ideas of what we all can articulate and can make visible to help our programs. The Florida AATF Chapter Advocacy Resources Web page's objective is "to provide teachers of French in the state of Florida with the resources needed to aid in the promotion of the study of French at all levels." I encourage everyone to visit their site as well, within the state's AATF Web site.

Equally important is the fact that all of our state AATF organizations work very hard at building solid partnerships. For

...we all make the recruiting of new members and the building of meaningful intellectual and pedagogical connections our priority...

Film Festival. Now cosponsored by the University of Richmond, it is the largest French film festival in the U.S. In 2010, the festival presented some 12 feature length films and 13 short films from different Francophone countries. The experience is truly like a mini-weekend in France. The films run almost non-stop from mid-afternoon Friday until Sunday evening, offering linguistic and cultural exposure for teachers and students alike. The question-and-answer sessions which follow each film allow the audience to ask questions directly to the actors, directors and producers who attend the festival with their films, a unique opportunity.

Special congratulations go to a member of the Philadelphia Chapter who was elected as the newest national President of the AATF. *Félicitations, soeur Mary Helen!*

Submitted by
Christine Gaudry-Hudson
Region III Representative
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The Southeast also puts a lot of care and time into the planning of full immersion activities, allowing members to speak French, connect, build friendships, learn from each other, and expand knowledge and skills. Whether it is Meet and Greet meetings in the Broward/Palm Beach area and Florida's immersion weekend *Séjour sans souci*, South Carolina's "Fall Workshop" and Spring Book Club, Georgia's *Camp d'Immersion* for French teachers, the *Alliance française* of Jackson's Immersion Experience in Mississippi, North Carolina's immersion camp for children, or Alabama's WILD immersion weekend for high school students, immersion experiences keep flourishing in our region, year after year. In late October the Southeast region, with Florida, even proudly offered its first immersion webinar, entitled *La Fête, en français*, with a *fiche pédagogique*/PowerPoint/discussion, facilitated by Madeleine Cosson-Flanagan, Vice-President of the Florida AATF Chapter.

Advocacy efforts show how strong our voice can be and allow for the sharing of information that is key to our thriving and at times key to our survival. The North Carolina Chapter's advocacy

example, the Alabama Chapter and the Alabama Association of Foreign Language Teachers partnered with SCOLT to offer an afternoon French immersion experience after their conference. The chapter has also welcomed the exceptional support the Alabama Humanities Foundation (Alabama's NEH affiliate) has offered to foreign languages in the state, sponsoring WILD immersion weekends for high schools and day-long SUPER Programs for French teachers, in full immersion. The Georgia Chapter continued working with considerable energy and work to help make the Atlanta *Francophonie* Festival a huge success. Atlanta's *Consulat de France* and its *Attachée culturelle adjointe* Aurélie Surble have been particularly supportive, offering to several of us in the southeast region a training session on learning about civil debate through French Embassy in the U.S.

Finally, we all make the recruiting of new members and the building of meaningful intellectual and pedagogical connections our priority as well, as southeastern states very carefully plan their AATF meetings or state language conferences. In that respect, North Carolina's

Concours pédagogique is very interesting, inviting “all members to participate... each year by sharing their favorite and most successful lesson plan. Lesson plans may be submitted individually or by a team of teachers.” There are criteria to follow, and the two winning entries are selected on “their interest, their imaginative qualities, and their potential as a model for use by other teachers.” The winning entries are published in the North Carolina AATF *Bulletin*. Each winner receives a certificate and a cash award, and is asked to present the model lesson at an upcoming AATF meeting. What better way to encourage innovation, meaningful participation from all, and the sharing of good ideas! I encourage other states to check it out and explore this great idea.

Last, allow me to congratulate Florida’s Deanna Scheffer, AATF’s 2013 Outstanding Chapter Officer Award recipient. *Toutes nos félicitations*, Deanna! This is so well deserved! In many ways Deanna’s award winning commitment to the teaching of French represents and symbolizes what all of us French teachers of the Southeast continue to be about: pride, determination, dedication, very hard work, and good will.

Submitted by
Catherine Daniélou
Region IV Representative
[danielou@uab.edu]

TWO NEW LANGUAGE JOURNALS

There are two new journals which teachers of French may want to consult and to which they may wish to contribute articles. The first is the *International Journal of Language and Culture*. It is multidisciplinary in scope with the goal to provide a forum for researchers who are interested in the interactions between language and culture. For more information on this journal and its scope, contact the editor Farzad Sharifan, Monash University, at [http://benjamins.com/#catalog/journals/ijolc/main].

The second of these journals is the *Journal of Linguistic Geography*, Cambridge University Press. The journal will examine topics of language in its sociocultural environment. Articles may include maps, sound files, and data sets. The editors are William Labov, University of Pennsylvania, and Dennis Preston, Oklahoma State University. To learn more about this journal contact the editors at [http://journals.cambridge.org/action/displayJournal?jid=JLG].

CAREER-READY WITH FRENCH+ SKILLS? — YES!

Are your students asking what they might do with their skills in French beyond high school, beyond college? Perhaps, parents and administrators are asking the same question. Whom do you know who studied French and is actually using French in his or her career? Let’s collaborate to identify examples among our acquaintances and former students who can provide a compelling response to that question!

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

To facilitate this request, we have drafted a letter, which can be downloaded from the Wiki site [https://frenchadvocacy.wikispaces.com/02a.+French+for+Careers], explaining our initiative of personal stories, which you may share with former students and others who have benefited from their French studies. Those contacted are asked to respond briefly to some specific questions and to submit a digital photo. When collected, this information will be placed on the French Language Advocacy Wiki for other colleagues to use to motivate their students. An example of one story, collected after a meeting of the French-American Chamber of Commerce in Chicago, features Brian Sullivan, Vice President and Treasurer in North American of *Veolia Environnement*, who was a French major at Boston College. Brian Sullivan’s story appears on page 26 to serve as a model for other personal stories.

The Wiki already posts 13 first-hand accounts about the importance of French through video stories [https://frenchadvocacy.wikispaces.com/02.+Advancing+Arguments], which can be downloaded from the Wiki, and a series of personal stories [https://frenchadvocacy.wikispaces.com/02.+Advancing+Arguments] recounting how French has impacted the lives and work of students, parents, and other adults. The stories that we are now collecting for the Wiki focus on jobs and careers, which have become central to the discussion of educational policy locally and nationally. STEM has dominated that conversation, but we need to make sure that world languages and French, in

particular, are not ignored.

Students, as well as parents and administrators, ask how studying French can be an asset. As teachers, we have been persuasive in showing that French is all around us and that it offers wonderful cultural, study, and travel abroad options and enhances critical thinking and communication, but have we been as effective in conveying the message that French can and does have a role in career building? We are certainly being challenged to demonstrate that our students do find jobs using their French skills. In many cases, French + another skill is key in the job market. We want to identify those connections (French + other knowledge or skills) that our former students have made in order to be successful professionally.

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

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

FIND IT ON-LINE

Here are some useful links to frequently requested items:

- AATF Convention Information [www.frenchteachers.org/convention]
- Chapter News & Officers [www.frenchteachers.org/chapterofficers.htm]
- Commission Reports [www.frenchteachers.org/hq/commissions.html]
- French Cultural Service Offices [www.frenchculture.org]
- Quebec Délégations [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]
- If you can’t find what you want on the AATF Web site, click on Headquarters.

FRANCO-AMERICAN FRIENDSHIP ACROSS THE GENERATIONS

A most extraordinary meeting took place this summer when seventeen-year-old Antoine Berthe of Le Parcq in the Pas-de-Calais and student (*en première*) at the *Lycée Albert Châtelet* de Saint-Pol arrived in the small town of Elon, NC, to pay a visit to ninety-four-year-old Paul Cheek. So what brought about this unusual encounter between a French teen and an American veteran of World War II?

From the age of seven

or eight, Antoine heard stories from his grandfather about World War II, and they fascinated him. He was especially intrigued by a story about an American bomber that crashed near their village. Then later, he learned about a second crash, of a B-17 bomber, close to the nearby town of Hernicourt. He contacted the mayor of that town who introduced him to a Monsieur Catteau, owner of the farm, La Tétuse, where this plane crashed on March 20, 1944, brought down by German fire. Monsieur Catteau's father had taken photos of the downed plane, one of which clearly showed its serial number on the tail.

Starting with this spare but crucial information, Antoine began in 2011 to search for details about the plane, its history, its mission, and its crew. Using a metal detector, he uncovered fragments from the plane, and by way of his Internet research, he found the names of the ten-member crew, along with their World War II addresses. Paul Cheek was the navigator on the ill-fated bomber, and when he returned home after the war he never strayed far from his roots in Alamance County, NC. Using the telephone white pages, Antoine found Paul's current address in Elon.

Antoine wrote him (in English and by hand) in January 2012. Two weeks later, having received a large manila envelope similar to the one he had mailed, his heart sank, thinking that his letter had been returned to him. Looking more

closely, he was delighted to see that Paul Cheek had replied! From that moment on, Antoine and Paul exchanged more letters and photos, and Antoine pro-

posed a visit to Paul. His 2012-2013 school year was not yet over, and besides, he had to study for the first round of the *baccalauréat*, which he passed with flying colors. Finally, Antoine, accompanied by his dad Lionel, arrived in North Carolina on July 29 to pay a visit to Paul



Cheek, now the sole survivor of the B-17 crew after the recent death of the pilot.

The teenager and nonagenarian met in person at Paul's home on July 30. Antoine and Paul, separated in age by seventy-seven years, perused photos and shared reminiscences and stories. Antoine and Paul exchanged with each other all that they had or knew about the crash of Paul's plane. Antoine brought more pictures and documents such as a police report of the crash. Paul brought out his own artifacts and presented Antoine with one of the buttons from his uniform. Antoine had studied English for six years, so he and Paul conversed mostly in that language, although as the visit progressed Paul began to recall his high school French. Paul shared more of his wartime experiences, which he remembered in detail, such as his captivity and liberation on April 29, 1945. He showed Antoine a fork the Germans issued him in the POW camp. Paul delivered to Antoine a letter he had received from the son of the pilot, along with his dad's journal. The next three and a half days were filled with visits to local points of interest, including the train station where Paul departed for his wartime service. Antoine and Paul had interviews with the Elon University news service and the local newspaper. In one interview, Antoine stated that it was wonderful to finally meet Paul in person. Paul expressed his surprise and admiration that a person so young should be interested in history

and that he was experiencing this long-ago episode of his life through new eyes. By the time Antoine had to leave (only three and a half days after he arrived), he and Paul had become good friends and Antoine was in tears as he said good-bye to Paul.

In addition to his plans to study engineering after his last year of *lycée*, Antoine plans to continue his research and his efforts to reach survivors of other crashes and their families. As for Paul, he has rediscovered a part of his life that he had put out of his mind for many years. After the war, he returned to North Carolina, finished his doctorate in chemistry at the University of North Carolina at Chapel Hill, married, raised four children, and taught chemistry for thirty-six years at Elon University. He retired in 1986 and, among other things, has happily made a hobby of photographing birds in his own back yard. On September 14, he had the opportunity to make a short flight in a B-17, his first since March 1944. The restored bomber was on tour and had come to the local airport in Burlington, NC, for a visit. As he deplaned, spectators applauded. Some came forward to shake his hand or even kiss him, but being the modest citizen soldier that he is and was, he seemed a bit embarrassed by all the attention.

In reflecting upon this story, we can admire Antoine's rare curiosity and interest in his local and national history, his tenacious research into the details of the crash, and his search for survivors. It is remarkable that Antoine and his dad made a huge effort to come to the U.S. for no other purpose than to pay personal homage to Paul Cheek, reminding us that American wartime sacrifices have not been forgotten in France. We can also marvel at the rare and touching friendship forged between an American nonagenarian and a French teenager. Finally, from the perspective of a person with a lifelong interest in French culture, language, and literature, I am reminded of an encounter between another aviator and a child somewhere in a desert.

Jane Romer
AATF Vice-President
[romerj@elon.edu]

NOTES

Another version of this story, along with a link to the YouTube video of an interview with Antoine, may be found on the Elon University Web site at [www.elon.edu/e-net/Article/74930].

My husband Jim and I served as translators and facilitators during the visit of Antoine and his dad Lionel.

PARLEZ-VOUS... POSTER SERIES



This series of six full-color 11x17" promotional posters for French teachers is based on the themes *Parlez-vous... histoire?...cuisine?...civilisation?...sciences?...sports?* and finally *Parlez-vous...français?* They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. Includes a 123-page guide for using the posters to promote French. Thumbnail sketches of the six posters can be viewed at [www.frenchteachers.org/hq/materials/material.html]. Send this form and payment of \$25 (members)/\$40 (non-members) to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733. Prices valid through 12/31/2013.

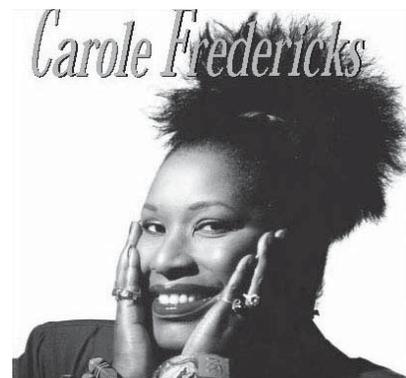
Name : _____
 Address: _____
 City, State, Zip: _____
 Telephone: _____ (H/W/C) E-mail: _____

COULEURS ET PARFUMS AND TANT QU'ELLE CHANTE, ELLE VIT *apprendre le français grâce à l'héritage de Carole Fredericks*

Tant qu'elle chante, elle vit, available on DVD, is a joint venture of the AATF and the Carole Fredericks Foundation. Based on the music of Carole Fredericks, an African-American singer who emigrated to France in 1979. There are now two levels: the Elementary edition and the new advanced Anniversary Edition.

Carole's *Couleurs et parfums* CD is now available with an accompanying Activity Book containing reproducible lyrics, activities, and lesson plans. The CD delivers a blend of rap and rhythm & blues inspired songs en français.

Send this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733.



Tant qu'elle chante, elle vit
 \$55 Elementary: DVD and Workbook
 \$59.95 Anniversary Edition (Advanced): Video and Workbook
 Couleurs et parfums
 \$49.95 CD and Activity Book Total enclosed _____
 Check enclosed. Make check payable to the AATF.
 Credit card _____ Exp. date _____
 Security Code _____

Name _____
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TECHNOLOGY COMMISSION REPORT

RESSOURCES POUR LA RENTRÉE

Over the summer, I had the opportunity to collaborate three times with language educators on technology. At the AATF convention in Providence, RI, 35 participants attended the three-hour Technology Workshop. As an invitee of the California Language Teacher Association Summer Seminar at UC Santa Barbara, 38 French teachers and I worked together for five days on integrating technology tools to support Common Core and National Standards for Foreign Languages. Last, the Language Acquisition Resource Center at San Diego State University hosted a five-day Webinar that I attended both in person and on line via Social Media and technology resources for World Language educators.

With each workshop, I met teachers whose technology experience and familiarity ran from “fairly comfortable” to “very uncomfortable.” The primary goal of the AATF Technology Commission this year will be to decrease the number of teachers who feel uncomfortable by providing them easy-to-use and meaningful tools that support their curriculum, National and Common Core standards, as well as student creativity. It has been my mantra over the past three years that technology does not replace exceptional teaching practices and traditions. It exists to support the excellent work done in the classrooms and beyond. Technology reaches out to the students who will have always had a device that serves as microphone, video camera, and encyclopedia in their hands, and guides them on how to use their devices as learning and creation tools. Mobile devices have not entirely replaced traditional desktop

computing, so students still need to master basic and beyond basic computer skills.

Students’ future professions will require advanced skills in application design, interfacing across social media, and inventive uses of multiple media sources. By providing students with thoughtful opportunities to demonstrate their passions and their knowledge through a medium that best reflects their reality, World Language teachers will be known as the visionary professionals who prepared their students for success.

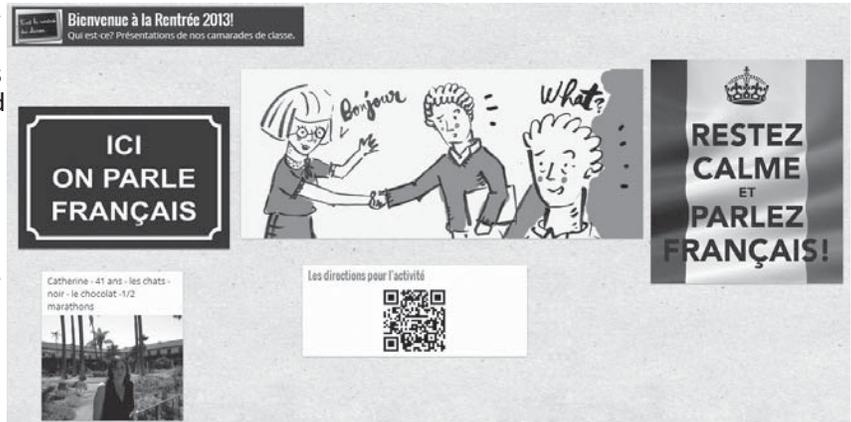
Featured Web tools

ThingLink – thinglink.com

Many homework lessons of my early language learning days included labeling pictures with vocabulary words. While this task did reinforce spelling and vocabulary knowledge, it was not an expression of deep learning. ThingLink enhances the labeling experience and invites users to interact with the images at a deeper level. Join the site with a free account. Import a picture (perhaps one of your own or a creative commons image) and add rich, relevant content: text, additional pictures, links, videos, and

audio files from sites such as SoundCloud or AudioBoo. ThingLink projects can be shared and embedded into Web sites, blogs, and even sites like Edmodo and Schoology. To look at an example, visit the AATF Technology Commission blog post [<http://aatftech.blogspot.com/2013/06/thinglink-for-world-language-educators.html>].

This ThingLink of Jemaa el-Fnaa square



in Marrakech was created by Michele Cossey, a participant of the California Language Teacher Association’s Summer Seminar 2013. There will be a link to this image on the Technology blog.

Padlet: padlet.com

Staff meetings and professional trainings are well-known for their “write your question on a sticky note” approach. The situation with this practice is that the sticky notes remain on the paper that is thrown away after the training. What if those butcher sheet papers could be saved and shared with staff that were not present? Or what if people from across the globe could contribute their thoughts, images, links, and sound files during and after the meeting? Backchanneling is a term used for the simultaneous conversations or questions that take place during a meeting or class session that do not come from the presenter. Teachers understand that students are reluctant to ask a question in class when they do not understand or if they have a comment to add to the discussion. Padlet provides a collaborative canvas where participants contribute to the conversation either anonymously or identified, by adding text or other rich media. Create a free account and start a wall. Users can configure the background, the participant settings, and the URL (Web address). Once a wall has been created, share the URL with the participants. When working with students, it is important to create and discuss parameters and expectations before the activity begins. As the manager of the wall, you will have the ability to delete any message that is not appropriate. Participants can access the wall from any device that connects to the Internet: phones, tablets, computers, etc. The wall is saved in your account and can be revisited and reused. Share the URL with an administrator or community

Michele Cossey



connection to share what is happening in your classes.

Suggestions for use: While watching a film, allow students to post remarks about a scene. During quiet reading time, students can post a question about vocabulary or context. Offer a theme (for example: Francophone dishes) and ask students to post pictures with descriptions. Assessing, like the activity, is open to your discretion. Students truly enjoy this chance to use their devices for the collaborative conversation. To see a Padlet used for an “ice-breaker” activity, visit the Technology blog.

AATF Technology Commission curating and bookmarking suggestions

AATF YouTube channel: [youtube.com/aatfrench]

Explore the 40+ thematic playlists for teachers and students. Subscribe to the channel to receive updates when videos are added and to suggest videos. There is a specific playlist for member-created videos. If you or your students have a video that you would like to share, please send the link to [aatfrench@gmail.com]. Creating playlists for your students builds a virtual Francophone library that they can access from home or on their mobile devices. There are complete movies, shorts, music videos, cartoons, advertisements, and many other cultural references available on YouTube. I suggest creating a separate Google account for the class playlists. If YouTube is blocked at your school, work from home. Share the URL or account name with your students and ask them to subscribe. My students earn reward points for leaving a comment on a video or on the channel homepage.

Delicious.com: [delicious.com/aatfrench]

Delicious is an on-line bookmarking site that allows users to access their bookmarks or the bookmarks of other users from any computer or device with a free account. Teachers who do not have a Web site, but who wish to share resources with students will find Delicious easy to use. Simply share the URL of the account with the students and ask them to subscribe to the account. For more advanced collaboration, invite students as editors to the page. When adding a link, use tags (thematic words) to add clarity to the link and to make searching easier. [Diigo.com] is a more advanced tool than Delicious but provides more annotating and sharing options.

ScoopIt: [scoop.it/u/american-association-of-teachers-of-french] (or search AATFrench on the site)

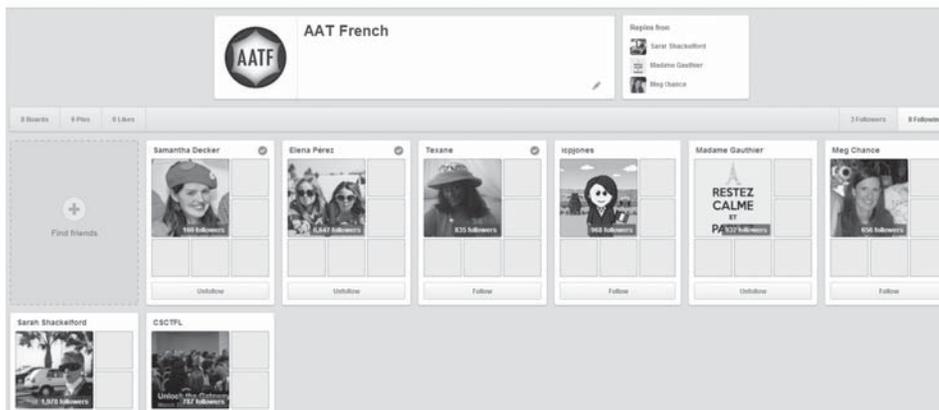
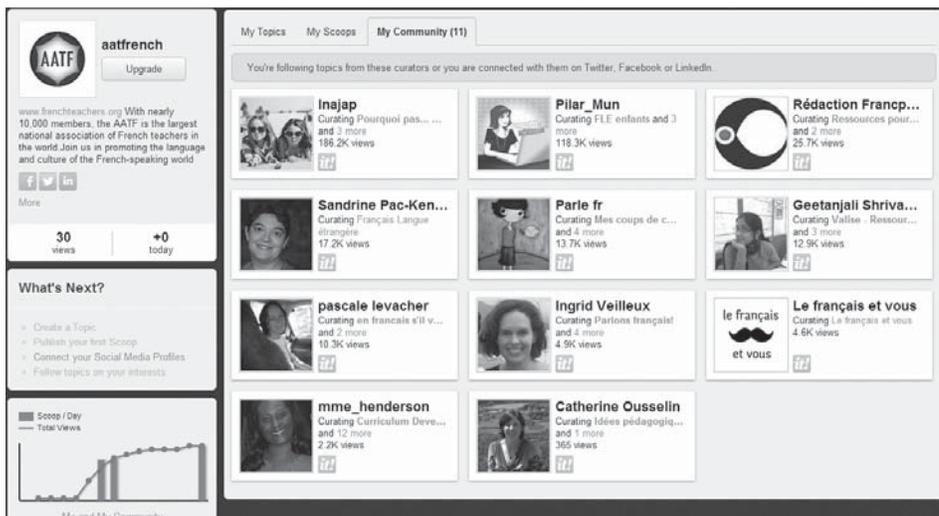
Scoop.it is a curating/social book-

marking site similar to Delicious and Pinterest that organizes links in magazine-themed view. Users can simply follow other “Scoopers” or start their own topic pages by adding links by clicking on the “New Scoop” button. The AATFrench Scoop.it site currently has two topic pages and is following eleven French teachers and curators. Follow the AATF and our community by creating a free account. Scoop.it is an excellent option for teachers to curate resources for their students. Expand on the tool and invite students to become curators to build classroom “magazines.”

Pinterest: [pinterest.com/aatfrench]

Pinterest is well-known, visually appealing bookmarking site. However, it is not only for interior decorating and wedding planning. Language educators worldwide use Pinterest to curate and share activities, classroom designs, videos, and cultural references. It is a powerful and easy-to-use tool due to its graphic interface. Add “pins” or links to sites on thematic boards to create a virtual bulletin board that can be viewed by anyone. Many beginning users prefer to “repin” (grab) from more advanced users. This is perfectly acceptable etiquette, but it is courteous to acknowledge the source. To begin pinning, look for these leaders: Madame Gauthier, Sarah Shackelford, Andrea Henderson, Elena Pérez, and Samantha Decker.

Additionally, the AATF has a Twitter account [AATFrench] and a Facebook page [facebook.com/aatfrench]. There are several other curating and bookmarking tools available which will be highlighted in future AATF Technology Com-



mission blog posts. Links to all of these resources will be on the blog: [aatftech.blogspot.com].

A suggestion: Do not try to use all of these sites unless you are prepared to devote a few hours a week to curating. Each tool appeals to users in different ways. If you think intense visuals overwhelm you or your students, try Delicious. If graphics are important, use Pinterest. A good combination would be a YouTube channel and one of the three bookmarking sites.

Bonne rentrée et bonne collaboration!

Catherine Ousselin
Mount Vernon High School (WA)
Chair, Technology Commission
[catherineku72@gmail.com]
[@catherineku72]

AATF SUMMER SCHOLARSHIPS

We do not yet have confirmation of our summer scholarships for 2014. In the past we have had scholarships to France, to Belgium, and to Quebec. The application process will be the same as in the past. The current application process is posted on our Web site at: [www.frenchteachers.org/hq/scholarships.htm].

FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-83 (1927-2010) are now available in the J-STOR Archive of scholarly journals as part of J-STOR's Language and Literature Collection. The Collection was developed in conjunction with the Modern Language Association to reflect the worldwide diversity in the field of language and literature studies.

Eligible participants can search and browse the full-text of the back run, excluding the most recent three years. Readers can explore the rich tradition of the journals. For a list of institutions who participate in J-STOR, please visit [www.jstor.org/about/participants-na.html]. The *French Review* will soon be available via the J-STOR Web site to individual researchers who don't have access to a subscribing library.

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

CALL FOR AATF COMMISSION PROPOSALS

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

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

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

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

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

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

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

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

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

2014 ISE "LANGUAGE MATTERS" AWARD

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

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

AWARD: The ISE Language Matters award will consist of a framed award certificate accompanied by a cash award funded by ISE.

ELIGIBILITY CRITERIA: The applicant selected for this award will be a high school teacher of French and member of the AATF who has achieved outstanding success in getting students to speak French through exemplary motivation and creative methods. In addition, the winner will be a teacher who has provided authentic immersion experiences outside the classroom for students to apply their speaking skills. Participation in an ISE program is not among the criteria.

DOSSIER: The following items, which should not be bound or stapled, constitute the nominee's dossier: (1) A letter of nomination from an AATF member outlining why the nominee deserves the award and specifically addressing the criteria listed above; (2) A letter supporting the nominee from a school or district supervisor/administrator; (3) The nominee's CV (with all contact information), plus the name of the school principal and his/her contact information, and the e-mail address of those providing letters in #1 and #2; (4) A personal statement from the nominee, noting evidence of activities, strategies, and techniques designed to promote and improve students' speaking abilities in French, students' achieve-

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

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



2012 CHICAGO CONVENTION PROCEEDINGS NOW AVAILABLE

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

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

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

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

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

AATF ANNOUNCES WEBINAR SERIES

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

Each AATF member will be entitled to one free Webinar registration per calendar year's membership. The cost for nonmembers or for more than one Webinar will be \$15. AATF members will receive an e-mail announcement of the exact date and time, and all participants will have to register on line. The announcement will also be posted on our Web site and on our social media pages (AATFrench). If you have topics you would like to see covered in the spring, please send your suggestions to [abrate@siu.edu].

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information up on the Web site at [www.frenchteachers.org/shf]. You will see the link to information about starting a chapter, including the form, a sample constitution, suggestions for initiation ceremonies and the form to report new student initiates and information on ordering supplies. Charters and materials can now be ordered through our on-line store. We hope this will facilitate your communication with the Executive Secretary Jessica Nelson who can be reached at AATF *Société Honoraire de Français*, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Telephone: (607) 821-2120; Fax: (618) 453-5733; e-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

CLASSROOM ACTIVITY

Here are several activities you can use in your classroom to celebrate the holiday season. They have been used successfully with secondary and middle school students.

Deb Blaz
Angola High School (IN)
[blazm@yahoo.com]

VERB TURKEYS

Here is a great way to celebrate the holiday, review verb conjugations, and attract positive attention to your language! It works for every level.

Every year, I have students draw a verb from a bowl, and then we make a special "hand turkey" like they did in grade school but with extra feathers so that we can conjugate the verb.

1. Place your hand on a sheet of blank paper and outline the thumb and first two fingers ONLY.
2. Then, shift the hand so that the thumb lies within the outline of the middle finger, and trace around the remaining fingers. Now there should be an outline of the thumb plus six

fingers.

3. On each finger, write a subject pronoun: *je, tu, il/elle/on, nous, vous, ils/elles*.
4. Then, draw a turkey face on the thumb (beak, wattle, eye) and a wing shape on the body.
5. On the wing, in LARGE print, write the verb, and then on each feather, write the correct form of that same verb next to the subject on that feather (in whatever verb tense you choose for students to use.)
6. Then, illustrate the meaning of the verb by either having the turkey do something appropriate (for *chanter*,

a speech bubble with musical notes) or giving the turkey an appropriate accessory (example: for *jouer au tennis*, a tennis racket).

We post these in the hall, and students flock around (pun intended) to look at them and are often heard wishing they could do these in their class.

Also, you might get a pleasant surprise like I did last year. I had a student really struggling in all his classes, and his turkey was awesome! It was so great to be able to give him real praise, and he got lots of compliments on it. It really turned his attitude around in class, and his grades got better.

LETTRE AU PÈRE NOËL

Cher Papa Noël:

J'étais très (1) _____ cette année.

Parce que j'étais si (1) _____ il faut me donner tout ce que je vous demande.

Cette année, je n'ai pas (2) _____ ma sœur.

Je n'ai pas (3) _____ le chien, et je n'ai pas (4) _____ le (5) _____.

Je n'ai pas mis les (6) _____ dans la (7) _____.

Mais j'avoue que j'ai (8) _____ les

(9) _____, et j'ai (10) _____ les

(11) _____ à l'école et j'ai (12) _____.

Maman et Papa.

Et je dis toujours "Merci, tu es (13) _____"

Voici une petite liste des (14) _____ que je voudrais:

- *Une (15) _____ (16) _____*
- *beaucoup de (17) _____*
- *un grand (18) _____*

Ne les mets pas sous le/la (19) _____.

Mets-les dans le (20) _____ près de la (21) _____.



Grosses bises et à bientôt!

(22) _____

1. Adjectif _____
2. Verbe d'action (participe passé) _____
3. Verbe d'action (participe passé) _____
4. Verbe d'action (participe passé) _____
5. nom (m.) _____
6. nom (pl.) _____
7. nom (f) _____
8. verbe d'action (participe passé) _____
9. nom (pl.) _____
10. verbe d'action (participe passé) _____
11. _____
12. nom (pl.) _____
13. verbe d'action (participe passé) _____
14. adjectif _____
15. nom (pl.) _____
16. nom (f) _____
17. adjectif (f) _____
18. nom (pl.) _____
19. nom (m) _____
20. nom _____
21. nom (m) _____
22. Votre nom _____

SUDOKU D'HIVER

snow flake		écharpe	patin à glace	vent			gloves	bonhom- me de neige
rhume					écharpe	pin		
	vent		pin					rhume
	bon- homme de neige			gants		patin à glace		flocon de neige
pin			luge		snowman			écharpe
wind		rhume		écharpe			sled	
luge					gants		vent	
		vent	bonhom- me de neige					pin
gants	scarf			flocon de neige	patin à glace	cold		luge

Rules : Each nine-box unit will have all nine words in it, each used only once. Also, each row, vertically and horizontally, will have all nine words, each used only once. See me when you have a solution!!

un luge		un pin		un bonhomme de neige	
un flocon de neige		le vent		le patin à glace	
une écharpe		des gants		un rhume	

SUDOKU DE NOËL

	mistletoe	crèche		Père Noël		rois mages	réveillon	
		sapin	roi mages	holiday dinner		gui		crèche
réveillon		étoile	ange	crèche				sapin
étoile	sapin		Yule log cake				rois mages	ange
		Père Noël	réveillon	ange	sapin	étoile		
gui	angel				crèche		Père Noël	réveillon
Nativity Scene	réveillon				3 kings		sapin	Père Noël
		rois mages	Père Noël	bûche de Noël	réveillon	ange		
Père Noël	bûche de Noël				ange	réveillon	étoile	

Rules : Each nine-box unit will have all nine words in it, each used only once. Also, each row, vertically and horizontally, will have all nine words, each used only once. See me when you have a solution!!

un ange		une étoile		un sapin	
le Père Noël		le gui		le réveillon	
les rois mages		une bûche		une crèche	

SUDOKU D'HIVER—CORRIGÉ

snowflake	pin	écharpe	patin à glace	vent	rhume	luge	gloves	bonhomme de neige
rhume	luge	patin à glace	gants	bonhomme de neige	écharpe	pin	flocon de neige	vent
bonhomme de neige	vent	gants	pin	luge	flocon de neige	écharpe	patin à glace	rhume
écharpe	bonhomme de neige	luge	rhume	gants	vent	patin à glace	pin	flocon de neige
pin	gants	flocon de neige	luge	patin à glace	snowman	vent	rhume	écharpe
wind	patin à glace	rhume	flocon de neige	écharpe	pin	bonhomme de neige	sled	gants
luge	rhume	bonhomme de neige	écharpe	pin	gants	flocon de neige	vent	patin à glace
patin à glace	flocon de neige	vent	bonhomme de neige	rhume	luge	gants	écharpe	pin
gants	scarf	pin	vent	flocon de neige	patin à glace	cold	bonhomme de neige	luge

SUDOKU DE NOËL—CORRIGÉ

ange	mistletoe	crèche	sapin	Père Noël	bûche	rois mages	réveillon	étoile
bûche	Père Noël	sapin	rois mages	holiday dinner	étoile	gui	ange	crèche
réveillon	rois mages	étoile	ange	crèche	gui	Père Noël	bûche	sapin
étoile	sapin	réveillon	Yule log cake	gui	Père Noël	crèche	rois mages	ange
rois mages	crèche	Père Noël	réveillon	ange	sapin	étoile	gui	bûche
gui	angel	bûche	étoile	rois mages	crèche	sapin	Père Noël	réveillon
Nativity Scene	réveillon	ange	gui	étoile	3 kings	bûche	sapin	Père Noël
sapin	étoile	rois mages	Père Noël	bûche de Noël	réveillon	ange	crèche	gui
Père Noël	bûche de Noël	gui	crèche	sapin	ange	réveillon	étoile	rois mages

BOURSES D'ÉTÉ 2014

L'ASFAP (*American Society of French Academic Palms*) décerne deux bourses d'été par an à des étudiants qui apprennent le français aux niveaux secondaire et supérieur. Les bourses pour 2014, que notre société subventionne grâce à la générosité des membres, montent à 3.000\$ chacune. Les critères et les formulaires de demande se trouvent actuellement sur le site Web d'ASFAP: [www.frenchacademicpalms.org]. La date limite pour la remise des dossiers est le **20 janvier 2014**. Pour tout renseignement supplémentaire, veuillez vous adresser à Joyce Beckwith: [MmeJoyB@aol.com].

FUN WITH A GIANT CROSSWORD

The AATF has prepared a crossword puzzle and activity packet that can be used during National French Week or at any other time. This activity is designed to promote French via English-language crossword puzzles.

Directions are included for creating a giant wall-size crossword puzzle that can serve as the focus of a school-wide contest. The words and clues in the puzzle are all related to French and have been found in English-language crossword puzzles. Instructions for organizing a classroom or school competition will be included in the Crossword Activity Packet along with a one-page version of the puzzle and clues, a teacher's guide analyzing the types of clues found, and an answer key. Also included is another article that has appeared in the *National Bulletin* by Joanne Silver describing a "French in English" contest. The complete packet is free and can be obtained by visiting the AATF Web site at [www.frenchteachers.org]. Click on Headquarters and scroll down.

Jayne Abrate
[abrate@siu.edu]
Jacqueline Thomas



Display at Central College, Pella, IA.

QUICK FACTS

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

www.frenchteachers.org/quickfacts.doc

SALUT LES JEUNES!

LA MAISON DES TROIS OURS

There are many versions of "Les Trois Ours" available in bookstores and on the Internet for use in the classroom. I have a group of second graders who meet only once a week. I reduced the story to its simplest form so the students could act it out, learning one or two lines a week through choral repetition. Each line offered at least one linguistic structure that enhanced our basic curriculum. When we reached the end and the students had essentially memorized the story, we made the bears' house with the skeleton of the script written on the roof and the walls, and then they could illustrate and "read" their story with great pride!

The script below is quite streamlined for the youngest language learners, but a class could use more traditional wording and still find the house a satisfying way to culminate the project.

LES TROIS OURS (au plus simple)

- Il était une fois trois ours, le Papa, la Maman et le Bébé. Ils habitent 51, rue de la Forêt.
 - *But linguistique: la famille, les chiffres, les adresses*
- Il est midi. J'ai faim! J'ai faim! J'ai faim! Voici de la soupe.
 - *But linguistique: l'heure, expressions avec avoir (avoir faim/soif), la nourriture*
- Oh là là! La soupe est trop chaude. Allons nous promener.
 - *But linguistique: chaud/froid (drill with game of hidden objects: chaud if close; froid if far away)*
- Voici une fille. Elle s'appelle Boucle d'Or. Elle frappe à la porte.
 - *But linguistique: il/elle s'appelle; vocabulaire de la maison (porte, fenêtre, toit, etc.)*
- J'ai faim. Je n'aime pas la soupe de Papa / de Maman. Oh là là, MAGNIFIQUE!
 - *But linguistique: j'aime/je n'aime pas; "Magnifique" gesture: This was a conscious decision to cut the traditional story line (trop chaude, trop dure, trop molle) in order to use the gesture so typical of French language with thumb and fingers together, brought to lips as a kiss, then flung out as if tossing kiss into the air. Students love the dramatic!*
- Voici trois chaises. Je n'aime pas la chaise de Papa / de Maman. MAGNIFIQUE! Oops! (cassée)
 - *But linguistique: le possessif avec "de"*
- J'ai sommeil. Je n'aime pas le lit de Papa / de Maman. MAGNIFIQUE! Z-z-z-z-z-z.
 - *But linguistique: Expressions avec avoir (avoir sommeil/raison/tort/5 ans/chaud/froid)*
- Voici les trois ours. Regarde ma soupe! Regarde ma chaise! Regarde mon lit! Regarde la fille! Oh là là! J'ai peur!
Au revoir!
 - *But linguistique: avoir peur, impératif, l'adjectif possessif*

LA MAISON: Copy the following page onto cardstock for best results. Have students illustrate the blank spaces on the house before cutting. Cut along solid lines. Dotted lines indicate folding. Cut along two sides of the door so it can open. Fold along dotted lines and use tape to attach sides with tabs. Younger children will need help attaching roof. *Et voilà!* They will be able to "read" their own house!

Elizabeth Miller

AATF Northern California Chapter

Share with other FLES* and middle school teachers your ideas, classroom gimmicks, games for oral interaction, and successful lessons. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; e-mail: [mme miller@aol.com].

NEWS FROM THE AATF FLES* COMMISSION

In an effort to align with our goals of expanding membership as well as programs, we presented a Commission Session at the AATF Convention in Providence that focused on alignment to the Common Core Curriculum. Some highlights from this presentation included Judy Charudattan's Reading Program. This promotes Collaboration and Communication between students, school, and community. Lena Lucietto shared how to use a favorite story to model interpersonal, interpretive, and presentational communication. E. Nicole Meyer

summarized a community outreach program between her university students and local elementary children. The importance of Collaboration and Communication were on the forefront. In my section of the presentation, I discussed the importance of modeling and articulating a progression. Finally, I shared the importance of applying classroom information to what students experience in the real world. Whether it is the 5C's, the Common Core, one's state standards, or local curriculum guidelines, we are

constantly striving to connect and share our passion for language learning with many learning communities. May your program get to the core of learning and amaze your students, colleagues, families, and communities!

Don't forget to participate in the FLES* Poster Contest (deadline **March 1, 2014**, see page 25) as well as the *Grand Concours!*

Karen Campbell Kuebler
Commission Chair
[kkcdanser@verizon.net]



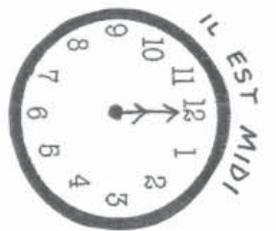
La Maison des Trois Ours

Je n'aime pas
la chaise de Papa.
Je n'aime pas
la chaise de Maman.
Oh là là!
MAGNIFIQUE! OOPSI

Je n'aime pas
le lit de Papa.
Je n'aime pas
le lit de Maman.
Oh là là!
MAGNIFIQUE!
Z-Z-Z-Z-Z-Z-Z-Z-Z-Z-Z-Z-Z

DÉCOUPEZ

PLIEZ



Oh là là! J'ai peur!
AU revoir!!!!

J'ai faim!
Je n'aime pas
la soupe de Papa.
Je n'aime pas
la soupe de Mam
Oh là là!
MAGNIFIQUE

Il était une fois 3 ours: le Papa,
la Maman, et le Bébé.
Ils habitent
51, rue de la forêt.
Il est midi.
J'ai faim! J'ai faim!
Voici de la soupe.
La soupe est trop chaude.
Allons nous promener.

Voici une fille.
Elle s'appelle Boucle d'or.
Elle frappe à la porte.

LE TOIT

AATF COMMISSION ON FLES* 2014 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES* Commission is delighted to announce the 2014 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

The AATF chapters will publicize the Contest. Individual teachers will submit up to three posters in each category to the National FLES* Commission Poster Contest which is chaired by Karen Campbell Kuebler. The theme for this year's contest is "Science, Technologie, Francophonie!/Science, Technology, French Speakers!"

An opportunity to research and highlight the many contributions Francophones have made to science and technology!

This theme may be presented in a variety of techniques and artistic interpretations.

REQUIREMENTS:

1. Entries MUST be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.
2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of AATF.
4. Each poster MUST be accompanied by the AATF student information form found below (or requested from Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]). All information must be completed for the poster to be submitted.
5. Entries will be limited to THREE PER TEACHER FOR EACH CATEGORY. The

teachers are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort.

6. Each teacher should send the posters postmarked by March 1, 2014 to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]. Please mail the posters flat, first class, and protected by cardboard.

Winners will be notified in early May. The first place winners in each category will receive a cash prize. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2014 National FLES* Poster Contest.

AATF NATIONAL FLES* COMMISSION ELEMENTARY AND MIDDLE SCHOOL POSTER CONTEST STUDENT INFORMATION FORM

Student's Name: _____

Student's Address: _____

City/State/Zip _____

Student's Phone: _____

School: _____ Grade: _____

School Address: _____

City/State/Zip _____ School Phone: _____

Principal's Name: _____

Sponsoring Teacher: _____

Teacher's Address: _____

City/State/Zip _____

Teacher's Telephone: _____

Teacher's Email: _____

SIGNATURES (All are required)

We understand that this poster becomes the sole property of the National Commission of FLES* of the AATF and may be duplicated in publications and/or displayed at meetings.

Student _____ Date _____

Parent/Guardian _____ Date _____

Sponsoring Teacher _____ Date _____

PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.

FORMER STUDENT USES FRENCH IN ENVIRONMENTAL RESOURCES MANAGEMENT



Brian Sullivan

Vice-President and Treasurer, North America
Veolia Environnement North America Operations
Chicago, IL
Boston College, Dual Major in French and Economics
George Washington University, Elliott School of International Affairs, M.A. in International Affairs with a concentration in International Economics

As the North American Treasurer of a major France-based global corporation (*Veolia Environnement*), I consider speaking French, appreciating the French culture, and understanding the French frame of reference essential to my daily activities. Although our global external communications are generally in both French and English, French is the language of choice for day-to-day internal communications with our Paris headquarters as well as with our operations not only in France but with Quebec where I have Treasury oversight. Internal management reports, e-mails, and conference calls are generally in French and it's a clear benefit to be able to participate in both company meetings and side discussions in the company's maternal language. The ability to speak French allows me to be an active participant in these discussions.

In my view, communication and relationships are critical to being successful in today's global workforce. A second language provides not only an additional tool for a career in international business but offers a more interesting, enriching and fulfilling work experience. For the past twenty years, I've been fortunate to have had a direct connection with France, either as an American working as an expatriate in Paris or while living in the U.S. and working for a France-based company. These experiences have been both rewarding and irreplaceable.

I was first introduced to speaking

French as a high school student as part of the mandatory curriculum to study a second language. The French teacher inspired his students to focus not only on correct grammar and pronunciation but to gain an understanding of French culture and history. He also emphasized the broader Francophone world, including the importance of the French language in various parts of Africa, Asia, Canada, as well as other European countries, such as Switzerland and Belgium. Later, as part of my undergraduate studies, I had the opportunity to spend a year abroad in Paris. This was full immersion, living with a Parisian family while pursuing coursework at the Sorbonne and other French institutions. While taking me outside of my comfort zone, this allowed me to further develop my proficiency and fluency in a second language and provided an accelerated perspective on the world outside of the U.S. These educational and life experiences were the foundation for my broader interest in France and my career today.

N.B. "Veolia Environnement S.A. is a French transnational company with activities in four main service and utility areas traditionally managed by public authorities—water supply and water management, waste management, energy and transport services" [http://en.wikipedia.org/wiki/Veolia_Environnement] (see page 33).

CONTRIBUTIONS NEEDED

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

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

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

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

26th ANNUAL TRANSLATION PRIZE

The French-American Foundation and the Florence Gould Foundation are pleased to announce that the 26th Annual Translation Prize for superior English translations of French prose is now accepting submissions.

The Foundations will present a \$10,000 cash award for the best English translation of French in both fiction and nonfiction. This Translation Prize is the largest annual award for translations of French prose into English.

Translations for consideration must have been published for the first time in the U.S. between January 1 and December 31, 2012. All categories of work are eligible in fiction and nonfiction, with the exception of poetry, technical, scientific and reference works, and children's literature.

The French-American Foundation will be accepting submissions through **December 31, 2013**.

The Translation Prize has established itself as a valuable facilitator in the intellectual and cultural exchange between the two countries by promoting French literature in the U.S. The Prize encourages American publishers to bring significant French texts to the English reading audience and gives translators and their craft more visibility.

Complete information on the program and on how to submit works for consideration is available on our Web site [www.frenchamerican.org/translation-prize].

CALL FOR PROPOSALS 2014 AATF CONVENTION IN NEW ORLEANS

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

FRENCH CAMP FOR MIDDLE SCHOOLERS

This year I ran a French Camp for middle school students, sixth, seventh, and eighth graders who were taking French or going to take French at the two IB middle schools where French is offered in our district. I had tried last year but wasn't able to get it off the ground. However, with perseverance I tried again and got it approved in time for the middle schools to notify parents last spring before summer arrived.

First, I decided to only have it in the mornings so I wouldn't have to worry about lunches. Then I got permission to use the media center so we could have access to computers, chairs and tables, and projectors. I only wanted it one week since it was my first time. The time was from 8:30 to 11:30 a.m., but I ended each day with a snack outside on the benches, since I knew they'd be hungry. I offered ice pops, ice cream sandwiches, and gum balls daily. They seemed to enjoy this and were anxious each day to get to that part where they would get rewarded with a snack!

As subject material, I decided to keep it light, teaching culture and vocabulary rather than grammar and verbs. I chose a theme for each day: *le sport, le café, l'art, la littérature/le cinéma, la musique*. Each day the students sat at the table and colored pictures of objects labeled in French while the rest of the campers arrived. The first 50 minutes we had technology, where they took their French notebooks which I had put together and followed the prompts to the links and Web sites I had chosen for them to look up. This also involved filling out worksheets per Web site to keep them focused and on task. They enjoyed this, especially when it led to a game. For the next 50 minutes we switched to culture, where we returned to the tables, discussed culture learning vocabulary and did some tactile learn-

ing. For instance, for sports we colored the jerseys of the *Tour de France*, then watched video clips of a real race. On *café* day, we handled plastic food and fake euros, then worked that into our dialogue where two people were customers and one was the waiter. For art day, students chose postcards of famous paintings (not all French) and replicated them on paper, painting their own interpretations. On literature and movie day, we looked at DVDs they knew like *Madeline, Pink Panther, Beauty and the Beast, and Hunchback of Notre Dame*. They then voted on their favorite, and we spent 30 minutes watching the winner, *Pink Panther!* Finally, for the last 50 minutes we moved to the conversation piece. In their notebooks was a conversation template for each theme. As a whole group, we went over which expressions they already knew and could write in (example: blanks for "hello," "how are you...") and then what they could possibly use from their conversation vocabulary list for that day. Then they broke into pairs, filled in the blanks with their partners, and practiced reading the dialogues to each other until I came along to help them with their pronunciation, they could return to the computers (aka games) until we were all finished and it

was time to eat snacks, which signaled the end of camp.

As I reflect on how things went, I am pleased that I had prepared notebooks ahead of time for them. This acted like their textbook and freed me from making copies and passing things out each day with nowhere for the children to put their papers once they were done. (I'm also glad I didn't let them take them home until the last day, to avoid someone forgetting it!) I was especially pleased with the dialogue templates. I have learned, after 23 years of teaching French, that templates work best for dialogues; instead of them writing their own and trying to say things they haven't learned yet, it's less threatening when they can take ownership,

choose the vocabulary in the unit to insert, then run through it confidently since they are familiar with the content. In this case, each pair performed very well when reading through their dialogues, even the ones who had never had French before. I was also pleased with how focused they were on the Web sites. Some of them didn't have computers at home, so this was fun for them, but I had to guide them so they copied the addresses exactly as written, or else they got frustrated and complained that the sites didn't exist. This was a reflection of their age, so I was patient. Having a little explanation, hands-on work, and simple vocabulary lists for culture helped too. I used a lot of cognates, kept it light, and praised them when they recognized what the words meant.

Technically, I had eleven middle school students and one ninth grader, who came in as my unpaid "assistant." She had lived and studied in a French *lycée* in Switzerland for the past seven years, so needless to say she was fluent in French. She participated in all the activities with the campers, but when it came to the dialogues, she assisted me in circulating around the room listening and helping with their pronunciations. I was happy to let her count this time as service hours, which are required by IB.

I thoroughly enjoyed myself in French Camp. I'm glad I did it and will definitely try to keep it going each year. As every camp dictates, we had a French Camp song (in French of course!) which went

French Camp Song

French Camp
Va au *French Camp!*
Pour une semaine en été.
Quand tu vas au *French Camp*
On va chanter, jouer, et parler!
Très bien! Bravo! C'est fun!
Quand tu parles français à tout le monde!
C'est chouette!
Va au *French Camp*
Pour chanter, jouer, parler,
toute la matinée
Et s'amuser!



to the tune of the "Flintstones," a French Camp t-shirt, and a closing ceremony where the parents came at the end of the last day to hear their children read different dialogues aloud, receive their certificates of participation, sing the camp song, and stay for a group picture. I hope the program grows; with only 12 registered there was only enough money to pay for one teacher, so the colleague who helped me prepare the Web sites (and former French teacher at one of the IB middle schools) didn't end up working with me. However, I firmly believe that programs like this can serve to ignite students' enthusiasm for French at a young age so they want to keep taking it and follow through into high school. Yes, it's also job security, but if you can have fun selling your program, "pourquoi pas?"

Bonnie Estes

South Iredell High School (NC)
[bestes@iss.k12.nc.us]

Agenda for French Camp

Monday: *Le Sport*

1. Computers: *Tour de France*, soccer, *boules, pétanque*, tennis
2. Culture: watch video of *Tour de France*, color different colored jerseys & what they mean
3. Conversation: *J'aime...* + vocabulary list of sports; *Je n'aime pas...*; *Je préfère...*; *J'aime regarder...*

Tuesday: *Le Café*

1. Computers: *le café, le restaurant, les menus, le Cordon Bleu*
2. Culture: plastic food, make menus with prices in euros
3. Conversation: using menus, order foods (role play as client & customer)...vocabulary list of food

Wednesday: *L'art*

1. Computers: impressionism, museums (ie., Louvre, Orsay, Rodin)
2. Culture: paint a copy of your favorite picture (from prints & postcards)
3. Conversation: teach adjectives & colors, describe paintings....vocabulary list of adjectives & colors

Thursday: *La littérature / le cinéma*

1. Computers: Jules Verne, Victor Hugo, Alexandre Dumas, Cannes Film Festival
2. Culture: watch short videos of *Tintin, Pink Panther, Ratatouille, Madeline*
3. Conversation: review "*J'aime/je n'aime pas*" for films... + vocabulary list of basic film term, genres of film, make arrangements to meet a friend for a movie

Friday: *La musique*

1. Computers: visit sites of Franco-phone countries to hear sound clips; Quebec, Haiti, France, Senegal
2. Culture: sing songs! (variety from easy to harder; watch videos with some to sing along)
3. Conversation: genres of music review *J'aime/je n'aime pas/je préfère; jouer de + instrument* (if they play instrument) + vocabulary list of instruments & genres

SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the *Société Honoraire de Français* offers several benefits to a secondary French program. It provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a blue/white/red cord (or white cord) at graduation, and the right to wear the official emblem/pin of the honor society. The chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events. Information is available from Jessica Nelson, Executive Secretary SHF, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Telephone: (607) 821-2120; Fax: (618) 453-5733; E-mail: [shf@frenchteachers.org]. or from the AATF Web site at [www.frenchteachers.org/shf].

CONTACT YOUR FRENCH GOVERNMENT REPRESENTATIVE

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

What's New in the French Review?

Vol. 87, No. 2 (December 2013)

Articles include the titles below and more:

- "An I de la présidence de Hollande et 'refondation de l'École de la République'" (Koop)
- "Assia Djebar en face à face avec Albert Camus" (Klein)
- "Marie NDiaye ou 'le dire du trauma de l'abandon'" (Donovan)
- "'Nous ne laissons rien du monde'": Philippe Vasset et les zones blanches de la carte" (Duclos)
- "Des pères et des fils: les récits de filiation d'Éric Fottorino, Alexandre Jardin et Jean-Louis Fournier" (Bacholle-Boškovi)
- "Les tribulations de Saint-Exupéry au Québec" (Grégoire)
- "Artiste et écrivain dans *La carte et le territoire* de Michel Houellebecq" (Grauby)
- "Intonation of Ontario French in a Minority Setting: A Study Comparing Two Age Groups" (Kaminskaia)
- "Hybrid Language Instruction: A Case Study in Beginning French (Gascoigne and Parnell)
- "Not an Extravagance: Reflections on Using French Texts to Teach French History" (Barjasteh and Peters)
- "*Entre les murs*: quelles leçons pour les enseignants de français langue étrangère?" (Étienne et Vanbaelen)
- "Performance, intimité et Abus de faiblesse: une interview de Catherine Breillat" (Dooley)
- "*Jappeloup* (2013), un film de Christian Duguay" (Remy et Williams-Jones)

FRENCH LANGUAGE ADVOCACY WIKI

How do I ...

- Recruit more students?
- Be more visible?
- Cultivate allies?
- Formulate cogent argument for studying French?
- Engage others to advocate for my program?

For ideas and ready-made documents, click on [Frenchadvocacy.wikispaces.com].

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2014, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in New Orleans in July 2014.

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

The selection committee will consist of two members of the AATF Executive Council and one member at large. Any nomination that does not conform to the guidelines below in length or content will not be considered. A teacher may receive the award only one time at a given level. If there is no suitable candidate at a given level, the AATF reserves the right not to make an award.

The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor and will issue a press release, if requested. The *National Bulletin* will include a feature article on the recipients.

TIME LINE

Because the awards will be presented at the annual convention, the deadline for receiving all documents will be **February 1, 2014**. Decisions will be made by March 1. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

REQUIRED QUALIFICATIONS

1. Nominees must have a minimum of five years teaching experience at the level for which they are candidates and must be teaching currently at that level.
2. Nominees must have been members of the AATF for the past five consecutive years.
3. Current AATF officers are not eligible for these awards.
4. Nominees must have made a significant impact on students, school, and community at the award level.
5. Nominees must be active participants in AATF activities locally, regionally, or nationally.

EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of (1) outstanding teaching experience, (2) professional growth and development, and (3) contribution to the profession.

Evidence of outstanding teaching experience may include but is not limited to

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

Evidence of professional growth and development

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

Evidence of contributions to the profession may include

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

NOMINATION PACKET

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

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

ADVOCACY

- Information about the most effective way to advocate for foreign language programs
- Links for language-related Congressional testimony
- Federal government grant opportunities

Check out the JNCL-NCLIS Web site at
www.languagepolicy.org

AATF OUTSTANDING SENIOR IN FRENCH AWARD APPLICATION FORM

Contact Information

Student's Name: _____ M or _____ F
(exactly as it should appear on the certificate, please print or type clearly)

Nominating AATF Member's Name: _____

Member's Address: _____

Member's Phone: _____ (H or W) Member's E-mail: _____

School Name: _____

School Address: _____

Name of Administrator to Whom Letter Should be Sent

Name & Title: _____

Qualification (only one student per school per year will be accepted):

1. I certify that this student is in his/her _____ year of French study (3 minimum).

2. He/she has maintained an "A" average in French and at least a "B" average overall. _____ Yes _____ No

3. He/she is a graduating senior. _____ Yes _____ No

4. He/she is a non-native speaker of French. _____ Yes _____ No

5. He/she has shown exceptional commitment to the study of French by participating in the following extra-curricular French-related activities:

_____ study abroad _____ *Grand Concours* _____ French Club _____ Officer

_____ National French Week _____ *Société honoraire* _____ SHF Officer _____ Pi Delta Phi

Other _____

6. I am a current AATF member. _____ Yes _____ No

Member's Signature: _____

Awards will be mailed to the member at the school address.

_____ Basic Award Registration (\$25)
(includes a certificate and press release, congratulatory letter to administrator, placement on the AATF Honor Roll of Outstanding Seniors on the AATF Web site)

_____ Full Award Registration (\$35) (includes all of the above and an Outstanding Senior Medal)

Amount enclosed: _____

_____ Check here if the student's name should NOT be placed on the award Web site.

This form can be mailed or faxed to: AATF Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733. Purchase orders accepted. Address inquiries to [sra@frenchteachers.org]. Award nominations can now be submitted through the AATF On-line store. Provide billing address if different than home address above.

Credit Card # _____ Exp. _____ Sec. Code _____

WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One \$2000 scholarship per year is given to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2014-2015.

Eligibility Requirements

The student applicant must be at least 18 years of age at the time of application and enrolled in an established teacher education program (B.A., B.S., or M.A.T.) in French. Applications for independent study abroad trips or summer programs will not be considered. The applicant must be a U.S. citizen or permanent resident and a non-native speaker of French. He or she must be recommended by an AATF member teacher.

Scholarship

The \$2000 scholarship will be paid directly to the study abroad program of the winner's choice to cover tuition, fees, travel, or housing costs for a semester-long or one-year study abroad program in a Francophone country. The recipient may attend an established program in any Francophone country that is accredited by his or her American university. Students may also attend established programs sponsored by universities other than their own providing credit is transferable. Cash payments will not be made directly to recipients.

Application Form

An application form may be obtained by contacting the AATF Headquarters at Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733; e-mail: [abrate@siu.edu]. The form is also available on the AATF Web site at [www.frenchteachers.org]. Application materials should be e-mailed in Word or pdf format to [scholarships@frenchteachers.org]. File names should include the applicant's name and be sent as one document (with the exception of recommendations which may come separately). The deadline for receipt of applications is **March 15, 2014**.

AATF SMALL GRANTS

The AATF Small Grants program is intended to support local projects by members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. Matching funds from the chapter to which the applicant belongs or from another source must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent via e-mail to [smallgrants@frenchteachers.org] by **March 1, 2014**: (1) name of applicant and chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be matched from chapter treasury, if applicable (This must be attested to by the Chapter Secretary-Treasurer). Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process as soon as you read this by alerting your Chapter officers to your upcoming request.

Applicants should remember that the basic purpose of this modest program is to aid those members who need supplementary funds to carry out a worthy project that would otherwise be unfunded or underfunded. Projects must bear a relationship to the purposes of the Association, namely furthering the study of French in the U.S., and be of potential benefit to other AATF members or to his/her students. Under no circumstances will awards be made to carry out strictly personal research or to travel abroad for the sake of general enlightenment.

Members at all levels of instruction may apply.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2014 are encouraged.

CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future supports initiatives which promote French studies. For the past several years, the Fund for the Future has been used to support National French Week. To this end the Executive Council established the following categories and benefits for Fund for the Future Benefactors:

PLATINUM LEVEL BENEFACTOR:

Awarded to any member who shows that they have named the AATF as a beneficiary in their will for no less than \$10,000; will receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

GOLD LEVEL BENEFACTOR: Awarded to any member who shows that they have named the AATF as a beneficiary in their will for no less than \$5000; will receive a framed certificate, life membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

SILVER LEVEL BENEFACTOR: Awarded to any member who contributes at least \$2500 in a given year to the AATF; will receive a framed certificate, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

BRONZE LEVEL BENEFACTOR: Awarded to any member who contributes at least \$1000 in a given year to the AATF; will receive a framed certificate, be placed on the Web site Honor Roll of donors.

Members will also be recognized each November in the *National Bulletin* as a Sponsor (\$500-\$999), Patron (\$100-\$499), Sustaining Member (\$50-\$99). However, we welcome contributions in any amount. We are nearly 10,000 members strong, and if every member donated only \$1, we would have \$10,000 to devote to scholarships and the development of promotional materials and activities. Please consider making a donation to the AATF Fund for the Future as you return your dues invoice this fall. Contributions are tax deductible.

Watch for updates on our Web site:
www.frenchteachers.org





PROMOTIONAL MATERIALS FOR THE CLASSROOM



Promotional DVD: *Open Your World with French/Le français m'ouvre le monde* (now available on DVD)

10-min. DVD to encourage American students to study French. It is fast-paced and entertaining and can be used to recruit students of all ages as well as to show parents, administrators, counselors. \$15 (members)/\$18 (nonmembers)

Promotional DVD: *Forward With French*

10-min. DVD of testimonials from business people who use French in their work, including a travel agent, immigration lawyer, and businessman. It shows why French is still the language to learn. \$15 (members)/\$18 (nonmembers).

Promotional DVD: *Forward with FLES**

11-min. DVD encourages French FLES* programs with comments from experts, administrators, and teachers. \$15 (members)/\$18 (nonmembers).

Tee-Shirt: *Le français m'ouvre le monde*

The front shows a map of the world with areas where French is the official language highlighted in red. The back lists in French areas where French is the official language under the heading *Ici on parle français*. Navy. Sizes: L, X, XXL. \$18 (L or XL), \$19 (XXL)

Calendrier perpétuel

Revised and expanded volume highlights significant events in French and Francophone history as well as birthdates of famous Francophone individuals. Resource list of Web sites and bibliography, extensive index of the people listed, glossary, and brief Teacher's Guide. \$15 (members)/\$18 (nonmembers)

Parlez-vous...Poster Series

Series of 6 color posters (11x17") promoting French on the theme *Parlez-vous...?* Includes 123-page study guide. \$25 for set of 6 + guide (members)/\$40 (nonmembers)

Cuisiner et apprendre le français

Cookbook with 34 illustrated recipes (French and English) accompanied by classroom activities and reading texts. Glossary. \$25 members)/\$40 (nonmembers)

Making Global Connections Using French Language and Culture: Standards-Based Lessons

Manual produced by the AATF Student Standards Commission containing learning scenarios for novice through intermediate learners. \$25 (members)/\$40 (nonmembers)

Vive le français! Activities for the French Classroom

Collection of Classroom Activities and *Salut les jeunes!* activities from past issues of the *National Bulletin*. \$30 (members)/\$40 (nonmembers)

Les Fables de la Fontaine Activities Manual

Collection of Classroom Activities activities to accompany the 2009-2010 National French Week poster. \$20 (members)/\$30 (nonmembers)

To order these materials send your order and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org]. Prices valid until 12/31/2013.



PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted.

Quantity	Size	Cost
___ FMLM Tee-Shirt @ \$18	M L XL XXL (circle size required) (add an additional \$1 for XXL)	_____
DVDs		_____
___ <i>Open Your World</i> (\$15/\$18)	___ <i>Forward with French</i> (\$15/\$18)	
___ <i>Forward with FLES*</i> (\$15/\$18)	___ All three on one DVD (\$45)	
Publications		_____
___ <i>Calendrier perpétuel</i> (\$15/\$18)	___ <i>Cuisiner et apprendre le français</i> (\$25/\$40)	
___ <i>Parlez-vous posters</i> (\$25/\$40)	___ <i>Making Global Connections</i> (\$25/\$40)	
___ <i>Vive le français!</i> (\$20/\$30)	___ <i>Les Fables de la Fontaine</i> (\$20/\$30)	
		TOTAL ENCLOSED _____

Name: _____

Address: _____

City, State, Zip: _____

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

PERSONAL STORIES FROM FORMER STUDENTS

Teachers are invited to submit to the French Language Advocacy Team personal stories from their former students and others about how they are using French in their careers (see page 26). These stories will be made available on the Wiki to encourage students to continue their study of French and to demonstrate to decision-makers that French is an important program in the curriculum. A letter, which can be copied or adapted by French teachers to send to their former students, is found on the French Language Advocacy Wiki at [<https://frenchadvocacy.wikispaces.com/02a.+French+for+Careers>].

Here are the questions that the French Language Advocacy Wiki Team is soliciting for these testimonials:

1. Name, Email, Job title, Company or Institution, City and State ; organization's activity (e.g., medical supplies, waste management, litigation, international development);
2. When you began learning French (age or grade level); post secondary education involving French: institution(s), degrees completed, with what majors and minors, and study abroad, internships and work experiences;
3. A short statement about what motivated you to learn French and how you use French in your professional and personal life. (what specific types of tasks you do in French and with what frequency);
4. In addition to French, what other skills, degrees, certificates, training, internships, or work have prepared you for your career?
5. What advice or reflection would you have for a student who doesn't know if French would be a valuable language to learn?
6. A good-quality digital photo of yourself, particularly a head shot, which might be sent as an email (jpeg) or downloaded, would complement your statement.

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

Note: The symbol  after a member's name in this publication means that that individual is a National Board Certified teacher. Visit [www.nbpts.org] for more information.

THE AATF ANNOUNCES FUTURE LEADERS FELLOWSHIP PROGRAM

When: July 17 & 18, 2014

Where: Astor Crowne Plaza Hotel, New Orleans

Proposed Schedule:

July 17: Afternoon arrival/Working Dinner/ Evening Session

July 18: Breakfast/Lunch/Leadership sessions. Janel Lafond-Paquin, Chair of the AATF Commission on Middle Schools, and a team of AATF leaders are planning and will facilitate the day-long workshop. Evening Reception with AATF Executive Council.

July 18: Introduction of Fellows at Opening Session of New Orleans Convention.

July 19-22: Fellows attend Convention in New Orleans.

Application Process: Each AATF Chapter may nominate one candidate who has been a member for at least three consecutive years and is willing to serve as a chapter officer in the future. The Chapter must be willing to contribute to the cost of lodging (double occupancy) and meals for the candidate. Chapters should budget approximately \$200-\$400, the exact amount to be determined by the size of the chapter and chapter resources. The application form can be found at [www.frenchteachers.org/hq/leadership.htm]. Each candidate should address the

following topics: (1) Describe your past and current involvement with the AATF; (2) Describe the ways in which you would like to provide leadership within your AATF Chapter or at the national level; and (3) Describe why your participation in this program would be valuable to you and to your AATF Chapter.

Time Line:

December 15, 2013: Deadline for fellows Applications

February 2014: Announcement of fellows selected and alternates

Requirements for Applicants:

1. Must be willing to attend the entire AATF convention in Providence.
2. Must be a member of AATF for at least three years.
3. Must be willing to join the board of the local AATF chapter and serve as an officer at a later date.
4. Must write an article for a state newsletter and present a session at a state conference.

The AATF will waive the cost of registration for the Providence convention and will reimburse two nights hotel accommodations (double occupancy) during the Leadership Program. The cost of meals during the Program will also be covered by the AATF. Direct questions to [madamep51@hotmail.com] or [kashubam@chc.edu].

2014 AATF ANNUAL CONVENTION NEW ORLEANS, JULY 19-22, 2014

NEW! TROUSSE SCOLAIRE

The AATF has produced this pencil case containing ruler, pen, pencil, eraser, and pencil sharpener imprinted with messages in French. Use them for prizes or fundraisers

_____ troussees x \$4 each
(\$2.50 each for 10 or more)



_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

**BOREN AWARDS AND THE
AFRICAN LANGUAGES
INITIATIVE FOR FRENCH**

The applications for the 2014-2015 David L. Boren Scholarships and Fellowships are now available at [www.borenawards.org]. Boren Awards, an initiative of the National Security Education Program (NSEP), provide unique funding opportunities for U.S. undergraduate and graduate students to study in Africa, Asia, Central and Eastern Europe, Eurasia, Latin America, and the Middle East, where they can add important international and language components to their educations.

We are pleased to announce that the African Languages Initiative has expanded to French, for applicants who are at an intermediate-high or above proficiency. Through this initiative, Boren Scholars and Fellows will study French at the University of Florida in summer 2014 and in Senegal during fall 2014. These programs will also include survival Wolof.

For a full explanation of the African Languages Initiative, including information on the domestic and overseas programs, please go to [www.borenawards.org] and look under announcements on the left side of the page. In addition to French, the African Languages Initiative is again available for applicants interested in studying Akan/Twi, Hausa, Swahili, Wolof, Yoruba, or Zulu.

For more information about the Boren Awards and the African Languages Initiative, to register for one of our upcoming webinars, and to access the on-line application, please visit [www.borenawards.org]. You can also contact the Boren Awards staff at [boren@iie.org] or 1-800-618-NSEP with questions.

**CONTACT
REPRESENTATIVES OF
QUEBEC**

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

2013 FUND FOR THE FUTURE

We would like to take this opportunity to thank all those dedicated AATF members who contributed at least \$50 to the Fund for the Future during the 2013 membership year (September 2012-August 2013)

SPONSOR

Ruth Doyle (MO), Mel Yoken (MA)

PATRON

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NEW! CALENDRIER FRANCOPHONE

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



_____ Calendars x \$20 each

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

**AATF ON-LINE STORE NOW OPEN!
MEMBERSHIP RENEWAL, MATERIALS, SENIOR AWARDS**

AATF OUTSTANDING SENIOR IN FRENCH AWARD

Beginning in 2003, the AATF established an Outstanding High School Senior in French Award. In 2005, the Executive Council voted to extend this award to the college/university level. Any public or private secondary school or college/university student with at least one French teacher who is an AATF member may participate. Only one name per school per year will be accepted. In the event that there are multiple French teachers or professors in a given school or department, they must decide among themselves who the nominee will be and submit only one name to the AATF. In the event of multiple submissions, only the first name received will be considered for the award, based on postmark. The nomination must be made by a current AATF member.

To qualify for the award, a student must:

- have maintained an "A" average in French;
- have maintained a "B" average overall;
- be in his or her senior year at a public or private secondary school or at a public or private college or university;
- have demonstrated exceptional commitment to the study of French by participating in extracurricular activities related to French which may include but are not limited to the *Grand Concours*, study abroad, National French Week activities, Société honoraire de français (for high school students) or French Club, Pi Delta Phi (for university students), tutoring;

- at the time of graduation, have completed at least three years of formal French study;
 - be a non-native speaker of French;
 - be nominated by an AATF member.
- Only one student per school per year will be accepted.

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

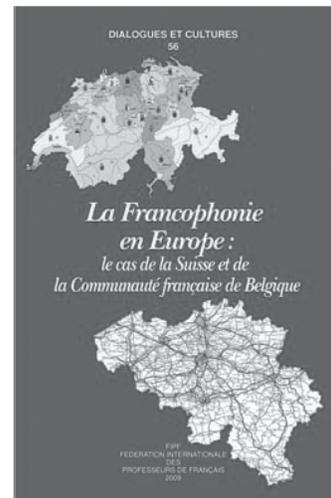
There is no deadline for this award. The nomination form is posted on the AATF Web site. Nominations can also be made through the On-line Store.

From the AATF Commission on Cultural Competence: A new volume on Switzerland and Belgium

La Francophonie en Europe: le cas de la Suisse romande et de la Communauté française de Belgique

Special issue of *Dialogues et Cultures* (Nr. 56, 2010), journal of the Fédération Internationale des Professeurs de Français (FIPF). Marie-Christine Weidmann Koop, guest editor. ISSN 0226-6881. Pp. 190.

May be ordered from the AATF Materials Center at <http://www.frenchteachers.org/hq/materials/material.htm>



SPECIAL NOTICE

The AATF does not endorse any commercial products or services. We work with many companies which produce or distribute pedagogical or promotional materials or services. These companies advertise in our publications, exhibit at our convention, and support the work of the AATF. You will find their names in the advertising pages of the *French Review*, on our Exhibitor Web page, in the convention program, and at our annual convention. We encourage you to look to these companies who support our work

when you need materials or services they provide. However, we do not have the resources to evaluate any of the products offered by these or other companies, and we make no endorsements.

Some pedagogical products are reviewed in the *French Review*. However, it is the buyer's responsibility to evaluate the quality and reliability of any products or services they use. Anyone who states or implies that the AATF has endorsed their product or service is misusing our name, and we would like to know.

IT'S DELICIOUS!

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

VISIT THE JNCL WEB SITE
www.languagepolicy.org

ARMES DE PARIS MEDAL

We have finally been able to replace the bronze Armes de Paris medal which many AATF members liked to award to outstanding students. After a long saga of an order lost in U.S. customs because of a garbled address and now *introuvable*, we decided to have the medal recreated by a company in the U.S. The back side of the medal can be engraved. Price includes shipping and handling. \$18 each; 3 for \$45.



_____ medals x \$18 (3 for \$45) = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

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

VIVE LE FRANÇAIS! CLASSROOM ACTIVITIES

A collection of Classroom Activities and *Salut les jeunes!* taken from ten years of *National Bulletins*. Newly revised and organized. Many activities are suitable for duplicating for the classroom. \$20 per copy (\$30 nonmembers).



Name: _____

Address: _____

City, State, Zip _____

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

FABLES DE LA FONTAINE TEACHER'S MANUAL

Written to accompany the 2009-2010 National French Week poster, this guide contains activities based on each of the twelve fables illustrated on the poster. Targets a variety of levels.



_____ Manuals x \$20 each

_____ Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

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

AATF EXCELLENCE IN FRENCH AWARD

The AATF has established a new award to recognize French students at all levels. This will allow teachers to reward students in each year of French study or multiple students in a given class. It will also allow teachers at the elementary or middle school levels or in community colleges to recognize their students. The AATF Outstanding Senior in French Award (see Web site or November issue) is still available for one exceptional senior student each year at the high school or university level. Nominations must be made by a current AATF member.

To qualify for the award, a student must:

- have demonstrated excellence in the study of French;
- be currently enrolled in French;
- have demonstrated commitment to the study of French by participating in extracurricular activities related to French which may include but are not limited to the *Grand Concours*, study abroad, National French Week activities, or French Club, Pi Delta Phi, tutoring;
- be a non-native speaker of French;
- be nominated by an AATF member.

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

There is no deadline for this award. The nomination form is posted on the AATF Web site. Nominations can also be made through the On-line Store. Address questions to [sra@frenchteachers.org].

PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars (see page 34). Each year's calendar will have a different theme, and we are looking for contributions of photographs for future years. Upcoming themes may include, monuments, nature, iconic images, Paris, castles, Quebec, Francophone Africa, the Caribbean. Submit photographs or questions to Jayne Abrate at [abrate@siu.edu].

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

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

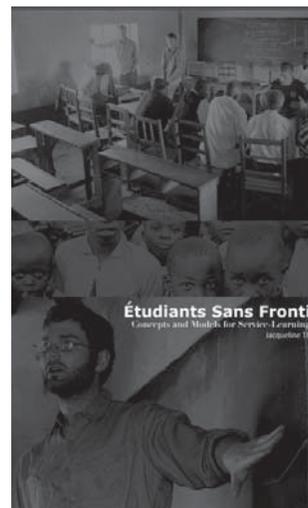
_____ *Étudiants sans frontières* x \$25 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

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



ÊTES-VOUS UN PROF ACCOMPLI?

Prove it. Seek National Board Certification. Nationwide, the numbers of educators seeking certification is growing each year. Yet despite incentives in many states, the number of candidates interested in pursuing certification in French is disturbingly low.

National Board Certification in Spanish and French has been available for five years. The number of candidates directly impacts whether or not NBPTS is able to offer registration to teachers for that certificate. So just do it! Don't put it off any longer. We have worked hard as a group to make French an academic and popular subject of study. Let's use National Board Certification to show ourselves to be a group interested in professional development as well. For information, visit the NBPTS Web site at [www.nbpts.org].

Deanna Scheffer 
[deannascheffer@gmail.com]

MARK YOUR CALENDAR! JOIN US IN NEW ORLEANS IN 2014!

Attend the 87th annual AATF convention as we meet in New Orleans. Join more than 500 colleagues from across the U.S. as we celebrate the French language and all its cultures.

2014 ADMINISTRATOR OF THE YEAR AWARD

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

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

Applications should be received at AATF National Headquarters no later than **December 1, 2013**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2014) to be

awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials electronically in .pdf format to [abrante@siu.edu].

CALENDRIER PERPÉTUEL

On what day...

- was the Édit de Nantes revoked?
- was the Moroccan writer Tahar Ben Jelloun born?
- did France win the World Cup in soccer?
- is Labor Day in France?
- was the first yellow jersey created for the Tour de France?

These and many other facts regarding the French-speaking world are listed on the *Calendrier perpétuel* for every day of the year. A complete index of people and events and a Teacher's Guide are included. Newly revised and expanded. See page 38 or more information.

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

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

PROMOTION OF FRENCH (MEDIA)

Forward with FLES* 11-min. DVD encourages French FLES* programs with comments from experts, administrators, and teachers.

Open Your World With French/Le Français m'ouvre le monde 10-min. DVD encourages students to study French.

Forward with French 10-min. DVD has interviews with business people in NY state who use French in their work.

Note: Videos are \$15 (\$18). All three of the previous videos on one DVD for \$45.

PROMOTIONAL FLYERS (sample copy available on request)

All flyers 100 copies / \$12; 50 copies / \$6 (20 cents each for quantities larger than 250 or for nonmembers)

- **Help Wanted: Encourage Students to Learn French**
- **Ten Reasons to Learn French**
- **Speaking French: an investment in the future**
- **Why French FLES*?**
- **French by the Numbers**
- **French is Not a "Foreign" Language**
- **Why Learn French?**

AATF PROMOTIONAL ITEMS

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

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

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

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

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

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

TEACHING MEDIA

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

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

MEDALS AND AWARDS

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

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

OTHER MATERIALS

Étudiants sans frontières: Concepts and Models for Service-Learning in French, edited by Jacqueline Thomas.

First publication from the AATF Press (190 pp.) \$25.

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

Guide des Fables de La Fontaine to accompany 2010 National French Week posters. Activities at a variety of levels for using the Fables illustrated on the poster in the classroom (106 pp.) \$20 (\$30)

Cuisiner et apprendre le français, 34 classic French recipes with activities and reading texts (178 pp.) \$25 (\$40)

Making Global Connections Using French Language and Culture, learning scenarios developed by the Commission on Student Standards (187 pp.) \$25 (\$40)

La Vie des Mots, collection of columns from the French Review with "Mots chassés" activities from the *National Bulletin*. \$15 each or \$12 each for more than 5 copies (\$18 each)

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

Parlez-vous...? posters. Series of 6 11x17" color posters promoting French on the theme *Parlez-vous...?* Includes study guide (123 pp.) \$25 for set of 6 posters + guide (\$40)

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

Color Postcards: Sets of 10 postcards on 6 different themes: (1) Paris, (2) Provence, (3) French Cathedrals, (4) French Châteaux, (5) Quebec, and (6) Martinique. Teacher's guide included with each set. Specify which set(s). Each set \$8 or all 6 sets for \$45 (\$10 each or all for \$55). Extra card sets \$2.50 each.

T-SHIRTS

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

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

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

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

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

AATF FLES* COMMISSION REPORTS

Vers les étoiles avec le français ('11) \$10

FLES* Works: A World of French ('09) \$10

New Trends in FLES* ('07) \$10

Variety is the Spice of FLES* ('05) \$9

Promoting FLES* Programs ('04) \$9

French FLES* Around the World ('00) \$9

The FLES* Image: A Picture is Worth a Thousand Words! ('98) \$9

Attracting French FLES* Students ('96)

\$9

Other titles: **Reaching All FLES* Students**

('95) \$9

FLES* Methodology I ('94) \$9

Expanding FLES* Horizons ('93) \$9

Evaluating FLES* Programs ('92) \$9

Implementing FLES* Programs ('91) \$8

Innovations in FLES* Programs ('90) \$8

Special offer: Any 5 FLES* Reports for \$40. Complete set of 12 Reports for \$75.

Send your check or school purchase order to: AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; [aatf@frenchteachers.org]. Prices valid through 12/31/13.

UPCOMING AATF CONVENTIONS

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

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

CALENDAR OF EVENTS

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

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

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), Mar.13-15, 2014, Memphis, TN. Information: David Jahner, Executive Director, P.O. Box 33615, Decatur, GA 30033; e-mail: [scoldtj@gmail.com]; Web: [www.scolt.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL), March 20-22, 2014, St. Louis, MO. Information: Patrick T. Raven, Executive Director, CSCTFL, P.O. Box 251, Milwaukee, WI 53201-0251; phone: (414) 405-4645; fax: (414) 276-4650; e-mail: [csctfl@aol.com]; Web: [www.csctfl.org].

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

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

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

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

SECOND INTERNATIONAL SYMPOSIUM ON LANGUAGES FOR SPECIFIC PURPOSES, April 17-19, 2014, Boulder, CO.

Information: Web: [altec.colorad.edu/lsp].

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

NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS, May 25-30, 2014, San Diego, CA. Information: NAFSA, 1307 New York Avenue, NW, 8th Floor, Washington, DC 20005-4701; phone: (202) 737-3699; fax: (202) 737-3657; Web: [www.nafsa.org].

LANGUAGE TESTING RESEARCH COLLOQUIUM (LTRC), June 4-6, 2014, Amsterdam, The Netherlands. Information: International Language Testing Association Web: [www.iltaonline.com].

9TH INTERNATIONAL CONFERENCE ON THIRD LANGUAGE ACQUISITION AND MULTILINGUALISM, June 12-14, 2014, Uppsala, Sweden. Information: e-mail: [thirdlanguage@moderna.uu.se]; Web: [www.moderna.uu.se/thirdlanguage2014].

FOURTH INTERNATIONAL CONFERENCE ON CONVERSATION ANALYSIS (ICAA 14), June 25-29, 2014, Los Angeles, CA. Information: Web: [icca14.sscnet.ucla.edu/index.html].

AATF ANNUAL CONVENTION, July 19-22, 2014, New Orleans, LA. Information: AATF, Jayne Abrate, Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; phone: (618) 453-5731; fax: (618) 453-5733; e-mail: [aatf@frenchteachers.org]; Web: [www.frenchteachers.org].

INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS (AILA), 17TH WORLD CONGRESS, August 10-15, 2014, Brisbane, Australia. Information: e-mail: [info@aila2014.com]; Web: [www.aila2014.com].

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

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), November 21-23, 2014, San Antonio, TX. Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; e-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

AATF MEMBERSHIP DRIVE

The AATF is again sponsoring a membership recruitment campaign. Just as we seek to promote the study of French among our students and administrators, we must also promote membership in the AATF to all our colleagues, in particular our younger colleagues. We ask you to reinforce the benefits of belonging to a professional association to your colleagues.

How It Works

We are offering a special pay-two-get-one-free incentive to current members to recruit new members. If the current member can get two new members to join, 2014 membership will be free. The requirements are:

- the two new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- the current member's preprinted renewal invoice should, if possible, accompany the two new forms;
- if the current member has already paid 2014 dues, the free membership will be applied to the next year; no refunds will be made.

If you are a teacher trainer, encourage your students who are planning a career in teaching French to join as student members. Membership forms are available on the AATF Web site [www.frenchteachers.org], or we will send membership forms to anyone who requests them.

If you have access to state or local mailing lists of French teachers or members of other language organizations, please think to forward those lists to us, and we will verify whether or not they are already members of the AATF and, if not, do a special mailing to them.

The lists must be current and must contain specifically French teachers. Please help us recruit new and veteran teachers to help the AATF continue to be a dynamic and growing organization!

**SEE YOU IN
NEW ORLEANS!**

July 19-22, 2014



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

Periodicals
Postage Paid
Carbondale, IL
62901

REMINDER: IMPORTANT DEADLINES AND DATES

December 1	Deadline for nominations for AATF Administrator of the Year Award (page 37)
December 15	Deadline for submissions for the 2014 AATF convention in New Orleans (see page 26) and for applications for AATF Commissions (see page 17)
December 31	Deadline for submissions for French-American Foundation Translation Prize (see page 26)
January 20	Deadline for applications for ASFAP Scholarships (see page 22)
February 1	Deadline for applications for Ludwig Excellence in Teaching Awards (see page 29) and ISE Language Matters Award (see page 18)
February 15	Deadline for submission to the April issue of <i>National Bulletin</i> Deadline for submissions for AATF Summer Scholarships (see page 17)
March 1	Deadline for submissions for AATF Small Grants (see page 31) Deadline for submissions for the FLES* Poster Contest (see page 25)
March 15	Deadline for submissions for the Walter Jensen Scholarship for Study Abroad (see page 31)
May 15	Deadline for registering for the AATF Convention in New Orleans at the Early Bird rate (see April issue)
June 19	Deadline for hotel reservations at the reduced convention rate (see page 5)
July 19-22	AATF Convention in New Orleans (see page 5)
August 1	Deadline for submissions to the Special Issue of the <i>French Review on Francophonie(s)</i> (see page 5)

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

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

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

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