

NATIONAL BULLETIN

Volume 39, No. 4 April 2014



2014 AATF CONVENTION IN NEW ORLEANS

Mark July 19-22 on your calendars! The 87th annual AATF convention will be held on those dates at the Astor Crowne Plaza Hotel, 739 Canal Street, New Orleans, LA. We are planning a number of exciting activities as well as the usual excellent professional program.

Hotel Information

The Astor Crowne Plaza Hotel is located in the French Quarter on the corner of Canal and Bourbon Streets. Stepping out the door of the hotel puts you right in the

heart of historic New Orleans. The incredible convention rate we have negotiated is \$145 (+ taxes). Reservations can be made on line at [<http://www.ihg.com/crowneplaza/hotels/us/en/new-orleans/msyla/hoteldetail?groupCode=ATF>]. Reservations can also be made by calling the reservations department at (888) 696-4806 or (504) 962-0500 and ask for the AATF 2014 Annual Convention group rate. The group block code is ATF. The deadline for making reservations at the convention rate is

June 26, 2014. We will again provide a roommate list for those looking for someone with whom to share a room.

Registration

The Early Bird Registration Fee will be \$250 if paid by **May 15, 2014**. After June 26, 2014 the Late Registration fee of \$350 will apply. A special Full Registration Rate of \$350 will include, in addition to registration, the Welcome Luncheon, Awards Banquet, Walking Tour, and one workshop (see the registration form on pages 17-18).

Programme

Nous sommes heureux d'annoncer nos grands conférenciers: chansonnier cadien Zachary Richard and Denis Degagné, PDG du Centre de la francophonie des Amériques (CFA). Zachary est membre fondateur d'Action Cadienne, un organisme bénévole dédié à la préservation et à la promotion de la langue française et de la culture cadienne de la Louisiane. Auteur, compositeur, interprète et poète, M. Richard est l'un des plus importants artistes de la Francophonie des Amériques. Il viendra parler

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de son implication dans la jeunesse, l'éducation et la Francophonie. Zachary est par ailleurs membre du conseil d'administration du CFA. Denis Desgagné co-animera la conférence. Il expliquera la mission et les actions du CFA qui contribue au rayonnement du fait francophone dans le contexte de la diversité culturelle, en misant sur la collaboration entre les communautés francophones et les francophiles du Québec, du Canada et des Amériques.

See workshops on page 15 and a partial list of sessions on page 16. The Preliminary Program is posted on the AATF Web site at [www.frenchteachers.org/convention].

Activities

Saturday, July 19 (12:00-1:30 p.m.): **Welcome Luncheon** where members can meet others from their region. Cost: \$50 per person. Menu: Baby Greens Salad, Parmesan Crusted Chicken, Bourbon Bread Pudding (spouses/guests welcome).

Saturday, July 19 (4:00-7:00 p.m.): **Exhibit Opening Reception** where attendees can get a first look at what our exhibitors have to offer.

Sunday, July 20: the annual **Dictée** will be held where members can try their hand at this uniquely French discipline.

Monday, July 21: 2014 AATF Award recipients will be honored at our **Awards Banquet**. Cash bar. Menu: Caprese Salad, Beef Tenderloin Diane, Chocolate Decadence Cake with Berry Coulis. Cost: \$75 per person (spouses/guests welcome).

Activities and Excursions

Pre-convention Excursion to Jean Lafitte Museum and Swamp Tour (Friday, July 18, 2:45 p.m.-7:45 p.m.)

The visit begins with a 25-minute movie featuring the history of Jean Lafitte and the fight to preserve the wetlands. Take a guided walk through historical artifacts. A local Cajun guide leads a nature walk through a bald cypress swamp. Finally, a 45-minute swamp tour. Get up close and personal with the *habitants* and a few alligators! Cost: \$60 per person, includes transportation from the hotel and entrance fees (pre-registration required; spouses/guests welcome).

Walking Tour (Sunday, July 20 and Monday July 21, 4:30-6:30 p.m.)

Le Monde créole de la Nouvelle-Orléans. Basée sur les *Mémoires* de Laura Locoul (1861-1963), découvrez la vie de quatre générations d'une famille francophone de Louisiane qui partageait son temps entre sa plantation sur le bord du Mississippi et ses maisons de ville situées en plain coeur du *French*

Quarter. Cette visite se déroulera dans d'élégants jardins privés d'hôtels particuliers dans lesquels le guide fera resurgir les fantômes du passé. Visite en français. Cost: \$20 per person (pre-registration required; spouses/guests welcome).

Post-Convention Plantation Excursion (Tuesday, July 22, 12:30 a.m.-6:00 p.m.)

The trip starts with a narrated scenic drive out of New Orleans along the shores of Lake Pontchartrain. The first stop is a guided tour of Oak Alley Plantation, a Louisiana jewel of Greek Revival architecture. Guides in period costumes will bring to life the stories of generations who lived here. They will share details of this mansion's history. Participants can walk around under a spectacular canopy of 28 giant live oaks around the mansion.

At Laura, the Creole Plantation, the guided tour will transport you into the charmed yet tragic lives of four generations of Creole owners and their slaves. After touring the *Maison principale*, the visit moves to the grounds, surrounded by sugarcane fields and twelve buildings on the National Register of Historic Places, winding into the gardens: the formal *Jardin français*, the kitchen garden, and Laura's new BananaLand. The tour concludes inside one of the slave cabins where sugarcane workers lived until 1977 and where the ancient west-African folktales of "Compère Lapin" were recorded. Parts of the excursion in French. Cost: \$100 (min. of 20 participants needed; pre-registration required; spouses and guests welcome).

Academic Credit

We will again offer one graduate credit via Webster University in St. Louis (see requirements on page 12) for attendance at the convention (\$165 for one-hour graduate credit, see registration form pages 17-18).

AATF GLASS DISH

The AATF now has available a limited number of glass candy dishes (4" x 2") with the AATF logo engraved on the lid. These dishes make perfect gifts for students and colleagues.

\$12 cost includes shipping and handling. To order, contact National Headquarters at AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.



AATF NATIONAL BULLETIN
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Editor: Jane Black Goepper, Cincinnati, Ohio

Reading Committee: Therese C. Clarke, Dept. of Modern and Classical Languages, Buffalo State University, NY; S. Pascale Dewey, Kutztown University, PA; Gisèle Lorient-Raymer, Northern Kentucky University, Highland Heights, KY; Elizabeth Miller, Crystal Springs Uplands School, CA; Samia I. Spencer, Auburn University, AL.

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Postmaster: Send address changes to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

Deadlines for submissions of materials to the *National Bulletin*: September issue, August 1; November issue, September 1; January issue, November 1; April issue, February 1.

Please note: Because of convention dates and other deadlines, unlike commercial magazines, the issues of the *National Bulletin* are mailed during the given month of publication and should reach most readers by the end of that month.

MESSAGE FROM THE PRESIDENT

Laissez les bons temps rouler!

As I write this message, the people of New Orleans are celebrating Mardi Gras. This July Mardi Gras 2014 will have come and gone but not *les bons temps*. When you read this page, go to [www.frenchteachers.org], and register to enjoy *les bons temps* during the annual AATF Convention. You can attend workshops and sessions from July 19-22, but come early and stay late to take a swamp tour, go on a plantation visit, and see some hidden treasures of New Orleans. Denis Degagné and Zachary Richard will open the event on July 19 and tell us about the current state of French in Louisiana. Both work diligently for the preservation of French in Louisiana. You may remember Zachary Richard from Atlanta, where he entertained us with Cajun music. In fact, he is the premier Cajun singer and songwriter, and his fame has spread far beyond North America. Our colleagues have also planned enriching experiences

the promotion and defense of French. Go to the Web site at [www.frenchteachers.org] to Resources, then Advocacy, and you will find more ideas than you can ever use. Many states have developed a page highlighting the history and current status of French in that state. You will be surprised at all the information that is available. It is up to us to highlight these facts to colleagues, administrators, students, and their parents. Do you have graduates who are using French in their careers, or who work for French companies? Ask them for a statement on how the study of French has fostered their success. Share it with others. You will find more positive stories than you think.

By the time you read this message, your students will have completed the *Grand Concours* 2014 and will be awaiting their results. Highlight the fact that the *Grand Concours* enrolls approximately 100,000 students across the U.S. and in American schools abroad. It also uses



go unnoticed. Often, the teachers are not members of the AATF. If you are reading this, you are most likely a member. Consider sharing this *Bulletin* with a non-member. Bring the teacher to an AATF chapter meeting. Invite the person to join the AATF. We are your advocacy link. It is only by numbers, visibility, and publicity that we can convince people that French is alive and well and that young people need to learn it. The AATF is the largest association of French teachers in the world, and we want to increase

Visibility will prove that French is alive and well.

for us as they share *les multiples visages de la langue française*. From language to literature, film to foreign travel, the sessions offer something to everyone. Our colleagues from Saguenay/Chicoutimi are preparing a preview of our 2015 visit to their special corner of Quebec. You can begin to plan for yet another fascinating trip to a hidden but vibrant corner of *la Francophonie*.

Of course, you continue to value *le français, langue à multiples visages* in your teaching and your promotion of French. A recent article purporting to minimize the importance of French in today's world evoked numerous comments on the diversity and utility of French. Not only does French take on the visage of Moliere and Victor Hugo, it lives in the Francophone world, among some of the rapidly growing economies in African countries. After the European Union, the U.S. is the top investment destination for France. Canada, our bilingual neighbor to the north, is the number one trading partner for most of our states. France remains one of the most influential and stable members of the European Union, and is a leader in science and technology. And what is the top tourist destination? Paris, of course! See the graph on page 8 which clearly demonstrates that French is still a vital global language.

The AATF offers you many ideas for

materials similar to Advanced Placement. The National French Contest is the only language test open to elementary school students, and FLES students show great aptitude, since childhood is the best time to begin the study of another language. This is the time to publicize your winners—in your school, in your local newspaper, and wherever possible. Visibility will prove that French is alive and well.

Would you like to see your French program on the AATF Web site? When you come to New Orleans this summer, you will learn the details of our new initiative for Exemplary French Programs. We will announce it at the general session and follow up at one of the regular sessions. We are looking for programs that are growing or stable, ones that offer a good sequence of French, whose students are engaged in multiple activities and whose teachers are involved in the AATF and its opportunities. If you are not able to attend the New Orleans convention, look for the description and application forms in the September *National Bulletin* and on the Web site. There is no limit to the number of schools that will be honored. You can be an inspiration and a model to others. Consider submitting your application over the summer months or in September.

Many fine accomplishments are taking place in French classrooms, but they

its numbers and importance. You are the key!

While I hope to meet many of you this year at SCOLT in Memphis, NECTFL in Boston, and of course in New Orleans, I invite you to keep in touch with me through your publications, newsletters, and announcements. I would like to visit as many chapters as possible during my tenure as President, which is already almost half over. Do let me know when and where I can meet with your members. If I cannot visit you, I will be glad to send a message to your chapter. We want to see French grow and prosper. You are the ones making this happen.

I wish you *une bonne fin d'année* as you complete another year as a teacher of French or as a promoter of French. Remember that the AATF is here to help you enrich your teaching experience. Contact us, and we will be at your service. Remember too that *le français, langue à multiples visages* will enrich your lives and those of your students from language to culture to business to science and well into the future. Continue to promote French.

Mary Helen Kashuba

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



PROMOTIONAL FLYERS FOR THE CLASSROOM



Help Wanted: Encourage Students to Learn French

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

French By the Numbers

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

French is Not a "Foreign" Language

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

Why Learn French

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

Speaking French: An Investment in the Future

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

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

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

Why French FLES*?

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

To order these materials send your order and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org]. PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. 100 copies for \$12; 50 copies for \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers. Prices valid until 6/30/2014

Quantity (all prices cover first class postage & handling)	Cost
_____ Help Wanted	_____
_____ French By the Numbers	_____
_____ French is Not a "Foreign" Language	_____
_____ Why Learn French?	_____
_____ Speaking French	_____
_____ Ten Reasons to Learn French	_____
_____ Why French FLES*?	_____
TOTAL ENCLOSED _____	



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

Name: _____

Address: _____

City, State, Zip: _____

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

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Nous toucherons bientôt à la fin d'une autre année scolaire. Tous les printemps, aux congrès régionaux j'ai l'occasion de rencontrer beaucoup de membres de l'AATF. Par contre, il est étonnant le nombre de professeurs débutants et de non membres qui passent devant le stand de l'AATF.

Congrès

J'aimerais vous inviter au 87^e congrès annuel qui aura lieu à la Nouvelle-Orléans du 19 au 22 juillet. Si vous connaissez la ville, vous savez déjà que c'est une visite qui vaut la peine. Il y a de quoi vous inciter à découvrir cette ville historique avec un riche héritage francophone.

Nous sommes ravis d'annoncer que notre conférencier d'honneur sera le grand chanteur et poète cadien Zachary Richard et Denis Degagné, le PDF du Centre de la francophonie des Amériques. Ceux d'entre vous qui ont assisté au congrès d'Atlanta en 2004 se souviendront du magnifique spectacle d'ouverture que Zachary nous a offert. Pour la conférence d'ouverture, il parlera de la préservation de la langue française en Louisiane.

Tout cela en dehors d'un programme où le français est à l'honneur. Consultez le programme préliminaire qui est affiché sur le site de l'AATF [www.frenchteachers.org] et qui sera mis à jour régulièrement jusqu'au congrès. Nous planifions aussi des excursions qui vous feront découvrir la région.

Ne manquez pas cette occasion de fêter le français, de partager vos expériences avec des collègues et de trouver de nouvelles astuces pédagogiques et technologiques pour la salle de classe.

Recrutement

Nos efforts de recrutement continuent. Notre recensement des professeurs de français s'est agrandi à plus de 28.000 noms. Il nous manquent encore les listes officielles pour plusieurs états, et il est temps de renouveler les listes pour ceux dont on a déjà reçu les noms. De nouveaux professeurs s'ajoutent aux listes tous les ans.

Il est essentiel pour la bonne santé de notre association de contacter tous les professeurs de français quel que soit le niveau où ils enseignent. Je vous invite, à titre individuel ou par le biais de votre

chapitre local, à (1) essayer d'obtenir une liste du département d'éducation de votre état; (2) de dresser une liste de toutes les universités dans votre état où le français est enseigné; et (3) d'essayer de recenser les écoles privées de votre état ou région où le français est enseigné. Puisqu'il y a des changements tous les ans et surtout de nouveaux professeurs qui arrivent, il est important de toujours mettre à jour ces listes. Même si vous n'avez qu'un nom et/ou une école, n'hésitez pas à nous le(s) communiquer



à [recruit@frenchteachers.org]. Nous ferons des recherches par Internet pour retrouver une adresse complète ou le nom du professeur. Aidez-nous à promouvoir non seulement le français mais l'adhésion à l'AATF.

J'ai toujours cité le chiffre qui m'a été conté il y a bien des années de 30.000 enseignants de français aux États-Unis. Je crois qu'il y en a facilement 40.000. Aidez-nous à les identifier tous.

Promotion du français

N'oubliez pas en ces mois chargés de fin d'année de continuer vos efforts de promotion du français. Mettez en valeur vos meilleurs élèves avec un *Outstanding Senior in French Award* ou un *Excellence in French Award* (pages 23-24), félicitez publiquement vos lauréats du Grand Concours, organisez une cérémonie d'investiture de nouveaux membres de la Société honoraire (page 31), transformez les activités du *French Club* en événements promotionnels, invitez les administrateurs et les conseillers scolaires à visiter votre salle de classe, envoyez aux mêmes administrateurs et conseillers des articles sur l'importance du français. Bref, ne négligez aucune occasion pour faire parler du français en dehors de la salle de classe.

Technologie

L'AATF s'est toujours intéressé à la technologie tant dans la salle de classe qu'au sein de notre association. Nous cherchons de façon assidue de nouveaux moyens pour communiquer avec nos membres actuels et potentiels. Nous essayons de mettre à la disposition des professeurs de français des outils pédagogiques et promotionnels et des stratégies pour l'amélioration de l'enseignement mais aussi pour la défense de programmes sous menace: (1) *Advocacy Depot*; (2) *Advocacy Wiki*; (3) *YouTube Channel*; (4) *Facebook Page*; (5) *Twitter Page*; (6) compte Flickr (tous à AATFrench). Servez-vous de ces ressources pour faire parler du français.

Semaine du Français

Vous trouverez à la page 23, l'annonce pour les Concours d'Essais et de Vidéos pour la Semaine du Français 2014 qui aura lieu du 5 au 11 novembre prochains. L'affiche pour la Semaine du Français a été distribuée à l'intérieur du numéro du mois d'avril 2013 avec des dates valables pour 2014. Pensez à

faire participer vos élèves et à organiser des événements pluridisciplinaires et médiatiques. Sortez le français de la salle de classe pour montrer aux décideurs et au grand public ce que les élèves savent et peuvent faire avec le français.

J'ai eu une expérience inouïe en février dernier. J'ai eu l'honneur de participer à l'accueil de Monsieur François Hollande, président de la République française, en visite d'état à la Maison blanche. Malgré une température bien en-dessous de 0° C. et un vent glacial, c'était impressionnant d'être si près de tant de personnalités et de la Maison blanche. Monsieur Hollande et Monsieur Obama sont passés juste devant nous, et nous avons pu apercevoir Joe Biden, John Kerry, Susan Rice, Arnaud Montebourg, ministre français du Redressement productif, Pierre Moscovici, ministre de l'Économie, François Delattre, ambassadeur de France, et Christine Lagarde, directrice du Fonds monétaire international.

En somme, je vous souhaite une bonne fin d'année scolaire, de belles vacances d'été et une rentrée motivante et réussie.

Jayne Abrate
Secrétaire générale
[abrate@frenchteachers.org]

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

Learning scenarios developed by the AATF Commission on Student Standards. \$25 per copy (\$40 nonmembers).



Name: _____

Address: _____

City, State, Zip _____

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

LAISSEZ LES BONS TEMPS ROULER!

Due to popular demand, we have decided to continue producing the Baton Rouge convention T-shirts. The design is white on royal blue. A limited number of bags are also available with the same design. Price includes shipping and handling.



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

_____ T-shirts x \$19 ____ XXL

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

T-SHIRT

T-shirt based on *Les Fables de la Fontaine*. Designed by a graphic design student at Southern Illinois University, each T-shirt features an illustration of a fable. *Le Lièvre et la tortue* now available.



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

_____ T-shirts x \$19 ____ XXL

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

AATF 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!

Check out all our Commissions and their various projects at:

www.frenchteachers.org/hq/commissions.html

AATF 2014 EXECUTIVE COUNCIL

Mary Helen Kashuba, SSJ, President [2015]

Chestnut Hill College
9601 Germantown Avenue
Philadelphia, PA 19118-2695
E-mail: [kashubam@chc.edu]

Jayne Abrate, Executive Director [2016]

AATF, Mailcode 4510
Southern Illinois University
Carbondale, IL 62901
Ph: 618-453-5731; Fax: 618-453-5733
E-mail: [abrate@siu.edu]

Steven Daniell, Vice-President [2015]

Texas Wesleyan University
1201 Wesleyan Street
Fort Worth, TX 76105
Ph: 817-531-4900; Fax: 817-531-6503
E-mail: [sdaniell@txwes.edu]

Madeline Turan, Vice-President [2016]

SUNY at Stony Brook
1080 Humanities
Stony Brook, NY 11794
Ph: 631-632-7440; Fax: 631-632-9612
E-mail: [chezmadeline@optonline.net]

Jane Romer, Vice-President [2014]

202 Colonial Drive
Burlington, NC 27215
E-mail: [romerj@elon.edu]

Edward Ousselin, Editor in Chief, French Review [2016]

Western Washington University
Modern & Classical Languages
Humanities 203
Bellingham, WA 98225-9057
Ph: 360-650-2092; Fax: 360-650-6110
E-mail: [edward.ousselin@wwu.edu]

Michel Gueldry, Managing Editor, French Review [2014]

Monterey Institute of International Studies
460 Pierce Street
Monterey, CA 93940
Ph: 831-647-4123
E-mail: [gueldry@miis.edu]

Jane Black Goepper, Editor, National Bulletin [2016]

2700 Ashland Avenue at Victory Parkway,
Suite 22
Cincinnati, OH 45206
E-mail: [nbeditor@frenchteachers.org]

Lisa Narug, Director National French Contest [2016]

P.O. Box 3283
St. Charles, IL 61874-3283
Ph: 630-677-2594; Fax: 630-208-8189
E-mail: [legrandconcours@sbcglobal.net]

Joyce Beckwith, Region I (New England) Representative [2014]

Wilmington High School
Wilmington, MA 01887
E-mail: [mmejoyb@aol.com]
Chapters: CT, Eastern and Western MA, ME, NH, RI, VT

Marie-Christine Massé, Region II (New York & New Jersey) Representative [2015]

New School
66 West 12th Street
New York, NY 10011
E-mail: [massem@newschool.edu]
Chapters: Metropolitan, Nassau, Suffolk, Westchester, NY, Central NY, Hudson Valley, Pays du Nord, Rochester, Western NY, New Jersey

Christine Gaudry, Region III (Mid-Atlantic) Representative [2016]

McComsey Hall 239
Millersville University
Millersville, PA 1755
Ph: 717-872-3663; Fax: 717-871-2482
E-mail: [christine.gaudry@millersville.edu]
Chapters: Central PA, DE, MD, Northeastern PA, Northern VA, Philadelphia, Pittsburgh, Susquehanna Valley, VA

Catherine Daniélou, Region IV (Southeast) Representative [2015]

University of Alabama at Birmingham
Birmingham, AL 35294
E-mail: [danielou@uab.edu]
Chapters: AL, FL, GA, MS, NC, SC

Fred Toner, Region V (East Central) Representative [2016]

Gordy Hall 279
Ohio University
Athens, OH 45701
Ph: 740-593-4582; Fax: 740-593-0729
E-mail: [toner@ohio.edu]
Chapters: Detroit, IN, Northwest IN, KY, MI, OH, TN, WV

Eileen Walvoord, Region VI (West Central) Representative [2014]

Niles West High School
5701 West Oakton Street
Skokie, IL 60077
E-mail: [ewalvoord@frenchteachers.org]
Chapters: Chicago, Kansas City, St. Louis, Downstate IL, IA, MN, WI

Marie Schein, Region VII (South Central) Representative [2016]

Texas Christian University
2800 S University Drive
Fort Worth, TX 76129
E-mail: [m.schein@tcu.edu]
Chapters: AR, KS, LA, NE, Central TX, El Paso, Hautes Plaines, Houston, North TX, OK, South TX

Marie-Magdeleine Chirol, Region VIII (Southwest) Representative [2014]

Whittier College
Languages and Literatures
13406 Philadelphia Street
Whittier, CA 90601-4413
E-mail: [mmchirol@whittier.edu]
Chapters: AZ, HI, NM, NV, Northern CA, San Diego, Southern CA, UT

Ann Williams, Region IX (Northwest) Representative [2015]

Metropolitan State College of Denver
Campus Box 26
P.O. Box 173362
Denver, CO 80217
E-mail: [gascona@msudenver.edu]
Chapters: CO-WY, ID, MT, ND, OR, SD, WA/AK/AB/BC

FRENCH IS A GLOBAL LANGUAGE

Recently, several AATF members shared an article with us entitled "Mandarin Chinese Most Useful Business After English" by John Lauerman. The article may be accessed on line at Bloomberg News. Also, related to the article is the chart which we are reprinting on the next page called "Languages of Business." We think that teachers will find both the article and the chart useful. Following our first awareness of this article and chart we have noticed several foreign language writers citing this same information from this article and chart. Please do go on line to read the article.

Also, note that we are reproducing this chart in its entirety, with permission from the Bloomberg News Education Team Leader Lisa Wolfson. Both the article mentioned above and the chart can be found on line at [Bloomberg News, August 30, 2011].

JBG,
Editor, *National Bulletin*

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)

BLOOMBERG RANKINGS

THE LANGUAGES OF BUSINESS

Which languages -- other than English -- are most useful for conducting business around the world?

LANGUAGE	SCORE*	NUMBER OF COUNTRIES WHERE LANGUAGE IS OFFICIAL	POPULATION IN COUNTRIES WHERE LANGUAGE IS OFFICIAL, MILLIONS	2011 GDP, USD, BILLIONS	GDP GROWTH % 2011-2016	EXPORTS + IMPORTS AS % GDP	SCHOOL LIFE EXPECTANCY, YEARS	WEIGHTED AVERAGE LITERACY RATE FOR ALL COUNTRIES WHERE LANGUAGE IS OFFICIAL	NUMBER OF INTERNET USERS, MILLIONS	INTERNET PENETRATION % OF SPEAKERS	GEOGRAPHIC CONTINUITY (KM ² , MILLIONS)	TOURISM RECEIPTS AS % OF GDP
Mandarin	57.0	845.0	1,331.5	6,515.9	57.4	49.1	11.6	94.0	444.9	52.7	-	0.8
French	51.7	27.0	67.8	341.5	4,115.9	11.1	70.0	65.3	59.8	88.2	9.5	2.1
Arabic	50.1	23.0	221.0	361.7	2,662.5	25.7	91.3	71.5	65.4	29.6	13.9	2.9
Spanish	49.2	20.0	329.0	410.4	4,558.6	16.5	50.9	92.9	153.3	46.6	11.8	2.3
Russian	44.6	4.0	144.0	172.7	2,134.9	23.9	52.9	99.6	59.7	41.5	20.2	0.8
Portuguese	37.7	8.0	178.0	249.2	2,783.1	21.8	30.6	85.1	82.5	46.4	-	0.8
Japanese	34.1	1.0	122.0	127.6	5,821.9	8.0	24.8	99.0	99.1	81.3	-	0.2
German	24.0	6.0	90.3	109.3	5,079.5	9.2	89.1	98.9	75.2	83.2	0.5	1.7
Italian	19.6	4.0	61.7	68.4	2,784.6	7.6	56.9	98.8	36.7	59.5	0.3	2.1
Korean	16.0	1.0	48.8	48.7	1,126.5	22.2	95.9	97.9	39.4	80.8	-	1.1
Turkish	13.7	1.0	50.8	75.7	822.6	22.1	49.7	90.9	30.1	59.3	-	3.7

Sources: World Bank, IMF, Ethnologue, UN Educational, Scientific and Cultural Organization (UNESCO), CIA, International Telecommunications Union, UN World Tourism Organization (UNWTO) As of: August 5, 2011

*Languages were awarded points from 0 to 100 based on position relative to each other. Points were summed to rank each language.

METHODOLOGY: To create this ranking, we first identified the 25 languages with the greatest number of native speakers, then narrowed the list to the 11 that are official languages of G20 countries. (Countries where English is the official language, or one of multiple official languages, were excluded.) We then compiled statistics from countries where each language is official. In countries with multiple official languages, statistics were included for each language. For example, Switzerland's data were included for its three official languages: German, French and Italian.

AATF 2014 NATIONAL COMMISSIONS

Commission on Advocacy
Robert "Tennessee Bob" Peckham,
Chair [2016]
 E-mail: [bobp@utm.edu]

Commission on Cinema
Joyce Beckwith, Co-Chair [2016]
 E-mail: [mmejyob@aol.com]

Dolliann Hurtig, Co-Chair [2016]
 Louisiana Tech University
 P.O. Box 3178
 Ruston, LA 71272
 E-mail: [dhurtig@latech.edu]

Commission on Cultural Competence
Michèle Bissière, Co-Chair [2015]
 UNC Charlotte
 Languages and Culture Studies
 9201 University City Boulevard
 Charlotte, NC 28223
 E-mail: [mhbissie@unc.edu]

Marie Schein, Co-Chair [2015]
 Texas Christian University
 2800 South University Drive
 Fort Worth, TX 76129
 E-mail: [m.schein@tcu.edu]

Commission on FLES*
Karen Campbell Kuebler, Chair
[2014]

709 Sudbrook Road
 Pikesville, MD 21208
 E-mail: [kkcdanser@verizon.net]

**Commission on French for Business
 and Economic Purposes:**
Deb Reisinger [2015]
 06 Languages Building
 Duke University
 Durham, NC 27708-0257
 E-mail: debreis@gmail.com]

**Commission for the Promotion of
 French**
Justin Frieman, Chair [2016]
 Adlai E. Stevenson High School
 1 Stevenson Drive
 Lincolnshire, IL 60069
 E-mail: [justinfrieman@yahoo.com]

Commission on High Schools
Anne Jensen ♣, Chair [2014]
 Henry M. Gunn High School
 780 Arastradero Road
 Palo Alto, CA 94306
 E-mail: [annejensen@att.net]

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

15 Wickham Road
 Newport, RI 02840
 E-mail: [madamep51@hotmail.com]

Commission on Student Standards
Rebecca Fox, Chair [2015]
 George Mason University
 4400 University Drive
 Fairfax, VA 22030-4444
 E-mail: [rfox@gmu.edu]

**Commission on Professional Teacher
 Standards**
Adina Alexandru ♣ [2014]
 Southington Public Schools
 720 Pleasant Street
 Southington, CT 06489
 [aalexandru@southingtonschools.
 org]

Commission on Technology
Catherine Ousselin, Co-Chair
[2016]
 Mount Vernon High School
 314 North 9th Street
 Mount Vernon, WA 98273
 E-mail: [catherineku72@gmail.com]

ALLONS AU CINÉMA: PROMOTING FRENCH THROUGH FILM

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

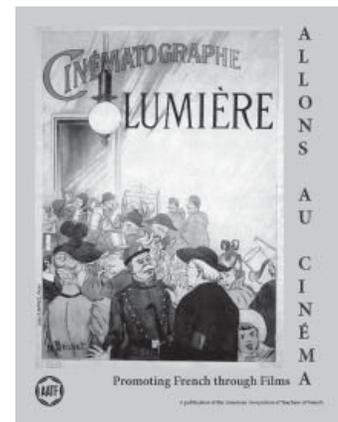
_____ *Allons au cinéma* x \$25 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

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



CELEBRATE NATIONAL FRENCH WEEK

NOVEMBER 5-11, 2014



SPECIAL OFFER: NEW AATF FLYER

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

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

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

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

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

AATF PROMOTIONAL KIT

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

The Promotional Kit includes the following:

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

Total (\$75 per kit): _____

This entire kit is available for \$75 (postpaid). This represents a 40% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders. Valid through 6/30/14.

Name: _____

Address: _____

City, State, Zip: _____

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

REGIONAL REPORTS

REGION VIII: SOUTHWEST

Dans le Sud-Ouest américain, l'année 2013 a été bien occupée! Voici quelques-unes de nos activités.

Formation et développement professionnel

Les chapitres de la région ont organisé des ateliers, conférences, séminaires et journées d'immersion, souvent en collaboration avec des écoles, universités et groupes francophiles locaux dont voici quelques exemples:

- Journée de Printemps à *Stanford University* (Californie du Nord)
- Le Camp français (Californie du Nord)
- Ateliers pédagogiques sur le DELF et le DALF, la grammaire enseignée de façon ludique et sur comment organiser un voyage à l'étranger pour lycéens (Californie du Sud)

Nombreux sont aussi nos membres qui ont présenté leurs travaux d'enseignants et qui ont organisé des ateliers et des réunions lors de conférences dans leur état. Parmi les présentations, on

Consulats de France à San Francisco et à Los Angeles. Les chapitres de la Californie du Nord et du Sud ont offert des bourses de 200\$ pour faciliter la participation de leurs membres. La 3^e édition de l'Université d'été à Santa Barbara aura lieu en juillet 2014.

Rencontres

En mai dernier, les membres du chapitre de l'Utah ont eu une soirée suisse chez l'habitant! Grâce à leur charmante hôtesse, les convives ont pu (re)découvrir la Suisse d'hier et d'aujourd'hui, sa présence économique dans le monde et les liens qui unissent ce pays à la France. La soirée s'est terminée avec une délicieuse raclette. Le chapitre de l'Utah a de même organisé une journée d'immersion autour de quelques parties de pétanque dans un parc de Salt Lake City et un bon déjeuner dans un restaurant français. Parmi les sujets de discussion, la *French Review* 86.6 sur «Le Français a-t-il un avenir aux États-Unis?» et comment renouveler l'intérêt du français dans nos communautés. Parmi ses activités annuelles, le chapitre de Californie du Sud,

Quelle bonne idée !

Le Chapitre du Nouveau-Mexique projette de mettre en place un groupe qui s'appellera La Table française et dont le but sera de faciliter une plus grande cohésion entre les membres. L'idée est que les francophiles puissent se retrouver par Skype ou par Google Groups pour discuter en français, bien sûr, de thèmes proposés à l'avance.

Pour terminer...

Pamela Cort, Vice-Présidente du Chapitre de Nouveau-Mexique, a été nommée *Teacher of the Year* de l'état. Elle a partagé avec les membres de son chapitre, les photos de sa visite à la Maison Blanche et au côté du Président Obama. Toute la région du Sud-Ouest est très fière de ses talents d'enseignante et de sa belle réussite! Merci Pamela de faire rayonner la langue et la culture françaises jusqu'à Washington, DC !

En 2013, j'ai eu le privilège de faire deux présentations, l'une au congrès annuel du CLTA, l'autre à celui de MCLASC. Mon but était de mieux faire connaître l'AATF et les activités de ses chapitres,

All or us are called on to do more than our share....We struggle with school boards and administrators, and we sometimes feel isolated. I truly believe that strong AATF chapters...can bring us together and provide resources and camaraderie that may sometimes seem difficult to attain.

note celle de Virginia Rinaldi, Présidente du Chapitre AATF de Nouveau Mexique, sur *Common Core*. D'autre part, certains enseignants de notre région, qui font partie du *College Board*, ont corrigé des examens AP et ont participé à la rédaction du SAT de français. Nous les remercions pour leurs intarissables idées et leurs questions d'examen toujours renouvelées. Enfin, plus d'une vingtaine d'enseignants ont suivi le stage de formation «Teaching French to 21st Century Learners» sur le campus de Santa Barbara du 19 au 24 juillet 2013, dans le cadre de la rencontre «Common Core and World Language Standards in the Context of the 21st Century Skills» organisée par la California Language Teachers Association (CLTA) et le *California World Language Project*. Six jours de complète immersion! Cette formation était assurée par Catherine Ousselin, Présidente de la Commission l'AATF sur la Technologie, ainsi que par Ivan Bertoux et Étienne Farreyre attachés culturels adjoints des

en collaboration avec le Service culturel du Consulat de France à Los Angeles, a organisé un cocktail de début d'année scolaire pour regrouper les enseignants et autres personnes dédiées à la promotion du français. Le cocktail a eu lieu à la Résidence de son Excellence Axel Cruau, Consul général de France.

Grand Concours

Dans la région du Sud-Ouest, 9.243 élèves de tous niveaux (1 à 5 et FLES) ont participé au Grand Concours 2013. La Californie du Nord détient le record de participation dans notre région avec 4.088 inscrits et se place en quatrième position au niveau national. Bravo à Pat Nakashima et à Anne-Marie Lemoine pour leur travail extraordinaire! Nous remercions aussi très chaleureusement toutes les administratrices du Grand Concours de la Région VIII pour toute l'énergie qu'elles déploient pour la mise en place de ce concours national dans leur communauté.

de recruter de nouveaux enseignants et de vous retrouver. En attendant le plaisir de rencontrer d'autres membres de la région du Sud-Ouest au Congrès annuel à la Nouvelle Orléans en juillet 2014, je vous souhaite une excellente continuation dans vos projets!

Marie-Magdeleine Chirol
Region VIII Representative
[mmchirol@whittier.edu]

REGION IX: NORTHWEST

First of all, congratulations to the Washington/Alaska/British Columbia/Alberta Chapter for the wonderful activities that this group supports. Of note are the publication of the newsletter *Le Canard déchainé*, une *Soirée des amis*, and wide involvement in the Washington Association of Foreign Language Teachers (WAFLT) Fall Conference. It is so nice to hear, too, that over 1000 students are involved in the *Grand Concours* this year and that there is a teacher from Alaska who is coordinating the *Grand Concours* for students there. Membership is up

in this chapter, and President Catherine Ousselin has been working hard to contact teachers who are not yet members. Our profound thanks to her and her team!

There were several award winners from our region in 2013, including AATF awards and recognition from other organizations. Mary Anne O'Neil (Washington/Alaska/British Columbia/Alberta) was honored with the Continued Distinguished Service Certificate by WAFLT for her "unflinching contributions" and her positive impact on the profession. I was fortunate to receive the CASE/Carnegie Baccalaureate Professor of the Year Award. As French teachers, we are lucky to do a job that allows us to express our passion and to enjoy our years in the classroom and AATF support gives us opportunities and motivation and a forum to communicate with our peers.

As in years past, much work in our Region has focused on continuing student and faculty involvement in the *Grand Concours* and other nationally-sponsored activities (for example, scholarship applications and awards). We are also working hard to protect the existence of weaker chapters through the recruitment of new chapter officers. Colorado/Wyoming is in a period of transition, and other chapters are experiencing difficulties in finding officers. I would like to send out a call for action in this Regional Report, to see how I can better serve you, and how we can get more activities organized in the Region IX chapters. If you have suggestions, please let me know. If you are interested in becoming a chapter officer or in other AATF work, please contact me as well. The Future Leaders Program is a wonderful way to get involved. If you are considering a leadership position, this is a place to find the information you need.

In conclusion, I recognize the challenges of AATF Chapters in Region IX. There are great distances between schools and even cities and towns. All of us are called on to do more than our share, often having several preps and mixed levels. We struggle with school boards and administrators, and we sometimes feel isolated. I truly believe that strong AATF chapters in our region can bring us together and provide resources and camaraderie that may sometimes seem difficult to attain. Please help me to revitalize the AATF in Region IX. I will do what I can—please ask.

Respectfully submitted
Ann Williams
Region IX Representative

ACADEMIC CREDIT FOR THE 2014 CONVENTION IN NEW ORLEANS

The AATF is pleased to be able to offer 2014 New Orleans Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in St. Louis. The cost for one hour of graduate credit is \$165. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must preregister so that paperwork can be completed and staff can get an idea of the number of people interested.

PRELIMINARY SYLLABUS

College Graduate Credit (one credit hour)

- Participants should plan to register for and attend the entire conference beginning Saturday, July 19 and concluding on Tuesday, July 22.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary session on Saturday, July 19.
- Participants may select from one of the following strands and attend related sessions scheduled throughout the convention or they may create their own theme-based plan.
 - French and Francophone Cultures
 - Literature and Teaching Literature
 - Language Learning
 - Teaching Techniques
 - Language Policy and Promotion

After the convention:

- Each participant will present a written summary of the conference which includes the following:
 - (1) A summary and critique of each session attended;
 - (2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work; and
 - (3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by September 15, 2014.

If you are interested in receiving one hour of graduate credit, please register using the registration form on pages 17-18. You will receive official registration materials from Webster University. The instructor of record for this course will be Brian Kennelly formerly of Webster University [bkennell@calpoly.edu].

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@wwu.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.

ORDER AN AATF MEMBERSHIP ID CARD

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

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

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

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

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

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

Ann Sunderland
AATF Past-President



American Association
of Teachers of French
Année _____

M., Mme/Mlle

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

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

La Secrétaire générale

HAVE YOU MOVED OR PLANNING TO MOVE? LET US KNOW.

AATF publications are mailed Second Class. The U.S. Post Office does not forward second class mail unless you have paid for this service. If you move without informing us of your new address, the Post Office destroys the lost issues and charges AATF \$.80 per item. This amounts to hundreds of dollars per year in charges in addition to the cost of the destroyed material and replacing it. Therefore, if you have moved or intend to move, please let us know your new address by returning this form to National Headquarters as indicated. Changes can also be emailed to [address@frenchteachers.org].

Change of Address

Name _____
Last First Middle

New address _____

City State Zip

Old address _____
(as it appears on mailing label)

City State Zip

Date new address takes effect: _____

Send this form to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; FAX: (618) 453-5733; E-mail: [address@frenchteachers.org].

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; phone: (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!

Découvrez la Nouvelle-Orléans!

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



PROMOTIONAL MATERIALS FOR THE CLASSROOM



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)

Allons au cinéma: Promoting French Through Films

Newly-published cinema manual. Activities and suggestions for using 14 French and Francophone films produced by the AATF Commission for the Promotion of French. \$25 (members)/\$40 (nonmembers).

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 6/30/14



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>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>Allons au cinéma</i>	
___ <i>Parlez-vous posters</i> (\$25/\$40)	___ <i>Cuisiner et apprendre le français</i> (\$25/\$40)	
___ <i>Vive le français!</i> (\$20/\$30)	___ <i>Making Global Connections</i> (\$25/\$40)	
	___ <i>Les Fables de la Fontaine</i> (\$20/\$30)	

TOTAL ENCLOSED _____

Name: _____

Address: _____

City, State, Zip: _____

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

AATF CONVENTION WORKSHOPS

The following three-hour workshops will be offered during the convention. Preregistration (see form pages 17-18) is required for some of them as indicated in the descriptions. One workshop is included if you select the Full Registration Option (which also includes a Walking Tour, Luncheon, and Banquet). All workshops will take place on Saturday, July 19 from 1:30-4:30 p.m.

le samedi 19 juillet de 13h30 à 16h30

W101: The AP French Language and Culture Course and Exam: What Do the Results Reveal?

Intervenante: Deanna Scheffer, St Augustine High School (FL)

The presenter will use student samples of the Interpersonal and Presentational Speaking tasks from the 2014 AP French Language and Culture Exam to train teachers how to score their own students' work according to the exam's Scoring Guidelines in order to examine various issues that are revealed at the AP Readings. In so doing, we will provide concrete suggestions for improving student performance on the Guided Conversation and Cultural Comparison tasks which have proven to be the lowest scoring. A discussion about various strategies to integrate within the course will follow. (\$30; pre-registration required)

W102: Made in Louisiana: Supports for French Immersion

Intervenants: Terri Hammatt, Louisiana Department of Education, Michelle Haj-Broussard, McNeese State University, Dana Kress, Centenary College of Louisiana, et Nicole Boudreaux, Lafayette Parish School System (LA)

French immersion has existed in Louisiana since the early 1980s. The breadth and depth of experience in this domain has produced some of the most knowledgeable educators in the field. Louisiana French immersion savoir-faire has led the state Francophone Team (comprised of the Louisiana Department of Education, CODOFIL, and the Louisiana Consortium of Immersion Schools with the support of the Consulate of France in New Orleans) to develop numerous tools for French immersion teaching and learning (no cost; no pre-registration required).

W103: Thinking About Syncing? Digital Storytelling and Presentation Tools for Language Learners and Teachers

Intervenante: Catherine Ousselin, Mount Vernon High School (WA)

Working from the perspective of supporting the *National Standards for Foreign Language Learning* and the Common Core Standards, participants will engage in an interactive exploration of Web and mobile tools, pertinent digital storytelling, and intra/interpersonal presentation applications using the SAMR (Substitution, Augmentation, Modification, and Redefinition) model. The presenter will share examples of each resource, guide participants through tool use, and provide time for discussion and collaboration. Emphasis will be placed on learner skills, growth, and assessment. (\$30; pre-registration required)

W104: Advocating for French at All Levels

Intervenants: Jayne Abrate, Secrétaire générale de l'AATF, Ann Sunderland, Présidente honoraire de l'AATF, et Robert T-Bob Peckham, Président de la Commission pour la Défense du français

Les intervenants présenteront des scénarios et des stratégies pour la défense du français et des langues étrangères aux niveaux local, de l'état et national. Il s'agira non seulement de préserver des programmes existants mais de soutenir l'enseignement des langues en général et de créer un climat politique et économique qui favorise cet enseignement (no cost; no pre-registration required).

W105: Allons au Cinéma: AATF Presents a New Film Volume

Intervenantes: Joyce Beckwith et Dolliann Hurtig, Rédactrices de la publication, Christine Gaudry-Hudson, Millersville University, Nathalie Degroult, Siena College, et Michèle Bissière, University of North Carolina at Charlotte

The Editors of the new AATF film volume, *Allons au Cinéma: Promoting French Through Films*, will explain in detail how this project was developed, the selection of films, and how to best present these films in a classroom setting to maximize student involvement and adhere to National Standards. They will be joined by several authors who contributed to the volume. Clips of films will be shown, followed by an interactive discussion of relevant themes for today's student population. (\$30; pre-registration required; includes a copy of the book).

W106: L'Immeuble: Global Simulation Leading to Real-Life Skills

Intervenante: Madeline Turan, Stony Brook University (NY)

This project encourages students to function in all four language skills. Based upon the book by Debyser, students are challenged to create a community in which they need to perform in French. The presenter has used this project at all levels from middle school through the university level. Ways to modify the concept will be demonstrated, and examples of materials will be provided. Participants will receive a memory stick containing all the examples and templates. (\$30; pre-registration required)

SPECIAL FULL REGISTRATION OFFER

Sign up for the Full Registration Rate of \$375. This includes registration plus the Welcome Luncheon, Awards Banquet, a Walking Tour, and a Workshop.

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]

A SAMPLING OF THE MANY SESSIONS OFFERED IN NEW ORLEANS

The following titles provide a representative sampling of the sessions that will be offered at the 87th AATF Convention in New Orleans, to be held at the Astor Crowne Plaza Hotel, 739 Canal Street. (See page 15 for a list of the three-hour workshops.) In addition, there will be numerous exhibitor and commission sessions, sessions on the *Grand Concours* and *Société Honoraire de Français*, as well as guest sessions by local speakers. Please note that many of the sessions fit in multiple categories.

All information on registration and excursions is now posted on the AATF Web site at [www.frenchteachers.org/convention]. Excursions and activities are described on pages 1-2 and the registration form can be found on pages 17-18.

The complete preliminary program is now posted on the Web site as well and will be updated with specific day and time information as that becomes available. *À bientôt à la Nouvelle-Orléans!*

Liste provisoire de sessions

Promotion et défense du français

A French Major for the 21st Century
You, Too, Can Plan an Immersion Weekend!
AATF K-12 First-Responder Advocacy
Promoting French with the *Société Honoraire de Français*
Memory of War in France: Planning a Study Abroad
How Can I Put in Place an Exchange Program
Making Franco-American Connections for Students
Do's and Don'ts for Successful Student Video Projects
Travel Changes Lives—How to Organize a Student Trip Abroad

Enseignement précoce

Face-to-Face Fun in the FLES Classroom
Children's Stories and Activities for Middle School Teachers

Cinéma

A Taste for Culture: Francophone Feasts at the Cinema
Challenges and Rewards of AP themes: *La Haine*
Allons au cinéma: Promoting French through Films
Family-Themed Films for Use in the French Classroom
Retour sur le cinéma beur
Teaching Quebec History and Culture Through Film
Comédies francophones des deux côtés de l'Atlantique: *La Grande Séduction* et *Un Transport en commun*
Hollywood Remakes: the Good, the Bad, and the Ugly

Francophonie

Enseigner Haïti et ses richesses culturelles
Le Français: une langue de multiples pays
Diverse Voices of the French-Speaking World
Introducing Louisiana French into the Beginning Classroom
Ça s'peut-tsu? Le français parlé au Québec
Portes ouvertes sur la Belgique
African Culture in the French Class
Amusons-nous en étudiant le Québec!
Old Mines: The Enduring French Heritage in the Missouri Ozarks

Techniques d'enseignement

Writing for Intercultural Competency
La Production orale en classe de français
Leveraging the Current Cultural Moment to Elicit Participation
Proficiency in Action: Showing What Your Students Can Do!
Planning and Delivering Instructional Excellence
Basic ≠ Boring: Putting the FUN back in FUNdamental
Using Images, Charts, and Maps to Stimulate Conversation
Enseigner la grammaire française au niveau avancé
Cooking Shows in the French Language Classroom
Crossing More Borders with Service-Learning in French

Role-Playing Presentations and Conversation Excursions
Enseigner le genre grammatical
Teaching Cajun French: Pedagogical Challenges and Solutions
Voilà, a Discourse Marker More than a Presentative
Helping Students Speak: «Flipping» and More
Video Projects for the French Classroom
Using Cuisine in a Cultural Immersion Program Supporting High School Students to Write Persuasive Pieces in French
Applying Findings from Learning Research to the French Language Class
Conversations avec le monde francophone: A Beginning French Portfolio Project
What's New in First-year French? Flipping, Blending, and Clicking Final Projects that Connect, Create, and Motivate
Intensive French Program for High-Achieving Students
Do's and Don'ts for Successful Student Video Projects
Cultivating Cultural Capital through Composition and Conversation
Activités engageantes pour tous!
Authentic French Resources for French Class
La Classe inversée: My First Year of Flipping French 1
Teaching the Socratic Method Using Authentic Resources
Faites vivre le passé composé et l'imparfait
Petit Poucet and *La Pacanière*: Scaffolding Reading with Audio
Notre-Dame de Paris le spectacle: Réanimé!
Genius Hour in the French Language Classroom
Teaching the Gifted Student in the French Classroom

Culture et histoire

Quand le français dit bonjour au country
An Introductory Unit on French in Louisiana
Aventures avec les voyageurs
Go Global! Making Classroom Connections Around the World
Diversity Infusion Projects for Intercultural Competency
Staging Identity: "La Fabuleuse Histoire d'un Royaume"
Fairs and Festivals as Preparation for Advanced Study
Quand on connaît la chanson...
Creating a Database of Authentic Videos
Pourquoi et comment parler de la Première Guerre mondiale?
Enseigner l'évolution des relations franco-américaines
Femmes immigrées en France et leurs combats
Comment promouvoir la tolérance dans un cours de culture
Girls' Education in the French Tradition from 1727 to 2014
Explorons la France contemporaine et le monde francophone!

Technologie

Twitter will Change Your (Teaching) Life
World Language Digital Portfolios Created in Google Sites
Free On-line Language-Learning Sites
On-Line Translation Usage among Intermediate Students
Technology in the Classroom and Increasing Time on Task
Skype for Intercultural Exchanges
Mobile Learning—Using Cellphones in the classroom

Littérature

The *bande dessinée* and the Louvre
René chez les Natchez
Introducing Non-Standard French Literature
La Poésie française
Ionesco: Les Mots et les Choses
Pierre de Sales Laterrière: Quebec's First Memorialist
JMG Le Clezio, qui est-ce?
Translating Proust
La Francophonie canadienne et la Louisiane

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

87th ANNUAL CONVENTION: NEW ORLEANS, JULY 19-22, 2014

Please print all information.

Name: _____ School Affiliation: _____
(as you would like them to appear on your badge)

Address: _____

City: _____ State/Province: _____ Zip: _____

Country _____ Telephone: (home) _____ (work) _____

Fax: _____ E-mail: _____

CONVENTION REGISTRATION

The Registration Fee includes registration, refreshments at exhibit breaks, Exhibit Opening Wine and Cheese Reception, *dictée*, and a *mallette du congrès*. Early-Bird Pre-Registration will be accepted if postmarked by **May 15, 2014**. After this date, higher registration fees will apply. Registration is also available on-line.

- Early-Bird Pre-Registration fee (if postmarked by **May 15, 2014**) \$250 _____
- Regular Registration (if postmarked between **May 16 and June 26, 2014**) \$300 _____
- Full Registration (includes Welcome Luncheon, Awards Banquet, Walking Tour, Workshop) \$375 _____
If you sign up for Full Registration, pick one workshop listed below.
- Late or on-site registration fee (after **June 26, 2014**) \$350 _____
- Emeritus/Life/Honorary registration \$125 _____
(must be an Emeritus/Life/Honorary AATF member)
- Student registration (must be an AATF Student member) \$125 _____
- Friend/Guest of AATF member (must not be a French teacher) \$125 _____

Please provide name of friend/guest(s) _____

- 2014 Membership in AATF (required if you are not already a member for 2014) \$55 _____
- 2014 First-time AATF membership (if you have never been an AATF member) 0-included in _____
(This offer is good only on pre-registration. It will not apply on-site.) registration

SUB-TOTAL REGISTRATION FEES: _____

WORKSHOPS

Descriptions of the workshops can be found on the AATF Web site and on page 15 in this issue. If you select the Full Registration option above, one workshop is included.

Saturday, July 19 (1:30-4:30 p.m.) (pick only one in each category)

- W101: The AP French Language and Culture Course and Exam: What Do the Results Reveal? (Scheffer) \$30 _____
- W103: Thinking about Syncing? 21st-Century Technology in the Classroom (Ousselin) \$30 _____
- W105: *Allons au Cinéma*: AATF Presents a New Film Volume (Beckwith, Hurtig, et al.) \$30 _____
- W106: Simulations globales (Turan) \$30 _____

SUB-TOTAL WORKSHOP REGISTRATION _____

OPTIONAL ACTIVITIES

(Descriptions are on pages 1-2; spouses and guests are welcome to sign up for meals and activities.)

Academic Credit through Webster University for attending the convention
(one-hour graduate credit, see page 12) \$165 _____

Welcome Luncheon (Thursday, July 11, 12:00-1:30 p.m.) \$50 _____

Pre-convention excursion to Jean Lafitte Museum & Swamp Tour (Friday, July 18) \$60 _____

Walking Tours (mark your first choice)

_____ Sunday, July 20 (4:30-6:30 p.m.) \$20 _____

_____ Monday, July 21 (4:30-6:30 p.m.)

AATF Awards Banquet (Monday, July 21, 7-9 p.m., Cash bar) \$75 _____

Post-Convention Excursion: Plantation Tours (Tuesday, July 22, 12:30-6 p.m.) \$100 _____

SUB-TOTAL OPTIONAL ACTIVITIES _____

T-shirts: Laissez les bons temps rouler!

_____ S _____ M _____ L _____ XL \$12 each _____

_____ XXL \$13 each _____

SUB-TOTAL T-SHIRTS _____

Workshops and Optional Activities may continue to be open on a space available basis after the pre-registration deadline. Some excursions require a minimum number of participants, or they will be cancelled. Reserve early to guarantee your place.

TOTAL PAYMENT DUE: _____

_____ This is my first AATF convention.

_____ I am interested in finding a roommate for the New Orleans convention. Use the information on the other side of this form to contact me.

_____ I am a speaker.

_____ I am a participant in the Leadership Program.

PAYMENT: Payment may be made by check or credit card. Canadian and Foreign members must pay by check in U.S. dollars drawn on a U.S. bank or by credit card. Canadian members may also pay by check from a U.S. dollar account.

CREDIT CARD PAYMENT (Visa and Mastercard only): I agree to pay the total amount indicated above.

CARD NO. _____ EXP. DATE _____

SIGNATURE: _____

3-digit security code: _____ Billing address if different from previous page.

You may also register on our on-line store.

REFUND POLICY: Requests for refunds must reach National Headquarters no later than June 30, 2014. A \$50 fee will be assessed to cover administrative costs. NO refunds after June 30, 2014. Mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; FAX: (618) 453-5733; e-mail: [aatf@frenchteachers.org].

SALUT LES JEUNES!



Je peux lire!

Teachers are reluctant to introduce the written language too early to beginning language learners to avoid the interference of English phonetics with the French spelling. We like to be sure the sounds are firmly in place orally before exposing the students to the written word. In addition, our youngest language learners are just beginning to read in their native language. Pictures permit students to "read" with accuracy without the common errors of pronunciation (pure vowels, "th" as "t," silent final consonants, for example). Creating their own little books gives young children the chance to proudly "read" at home what they are learning at school. The example below is that of *un petit livre de la météo*, but it is a convenient format to use to reinforce any vocabulary or to tell a simplified story. It works especially well at the beginning of the school year with personal information in a book entitled "MOI." (*Je suis un garçon. Je m'appelle Jacques. J'ai sept ans. Mon anniversaire c'est le 7 janvier. J'aime le chocolat, etc.*)

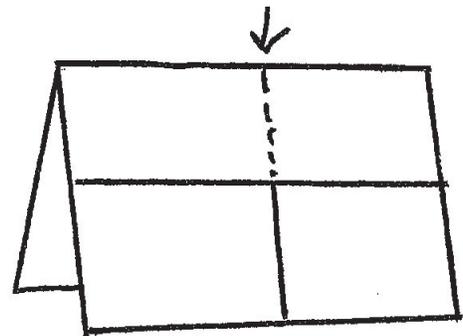
This sample includes the written French for older students who have already worked on the expressions in class, but they can be erased for the younger students. These drawings are for the most part taken from *le Grand Concours de français FLES*, but the older students may prefer to start with the written phrase and draw their own pictures for their books. Many students already know how to make these little books from other classes. It just looks hard, but it's not!

MATERIALS NEEDED: paper, colored pencils or crayons, and scissors.

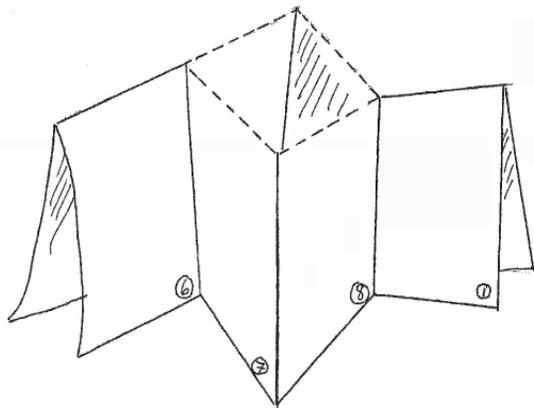
PROCEDURE: Copy image onto full size 8 1/2" X 11" paper.

Fold in half crosswise.

Cut through fold ONLY on the dotted line.

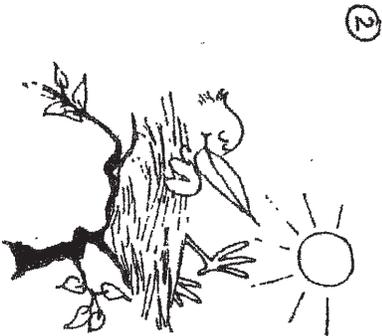
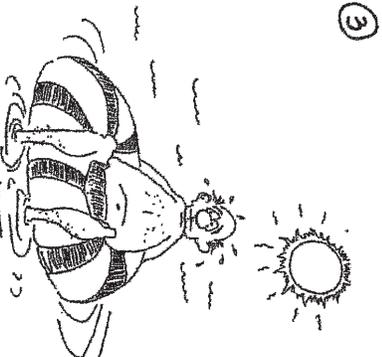
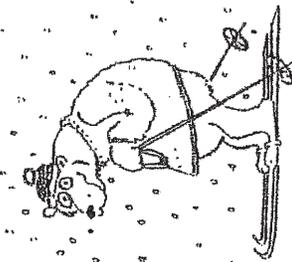
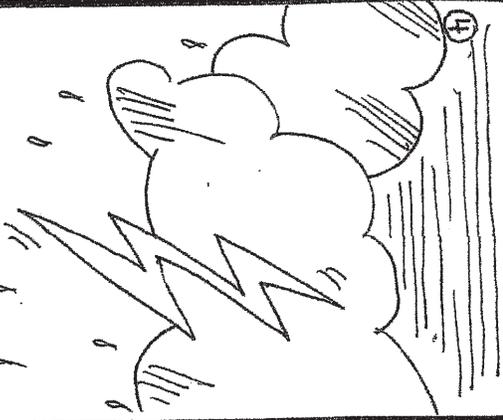


Unfold and refold in half the other way lengthwise.



Fold on all solid lines to create book pages.
Push outside edges towards the center to open where you cut.

Final folds will make sense following page numbers 1-8 to create booklet with "QUEL TEMPS FAIT-IL?" as title on the outside.

<p>Il fait beau</p>  <p>2</p>	<p>QUEL TEMPS ? FAIT-IL ?</p> <p>1</p>
<p>Il fait chaud</p>  <p>3</p>	<p>Il neige</p>  <p>8</p>
<p>Il fait mauvais</p>  <p>4</p>	<p>Il pleut</p>  <p>7</p>
<p>Il fait froid</p>  <p>5</p>	<p>Il fait du vent</p>  <p>9</p>

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].

AS-TU MES VÊTEMENTS?

Although this activity specifically uses clothing to provide information needed to conduct the exercise, it can be adapted for use with other categories. The activity reinforces speaking and listening comprehension in French; it reviews the partitive construction, the pronoun *en*, and placement prepositions such as *à droite, à gauche, entre, sous, etc.*

In order to conduct this exercise the teacher must first provide each student with a clothing picture. There will be only one exact match for each picture used in the activity, and the goal is for each student to find the picture which is the exact match to the one he/she possesses. Although there will be only one exact match for each picture, there can be many very close approximations in order to render the activity fairly complex. The teacher can create several pictures containing the same items of clothing, and the same number of pieces per item but arrange them differently in each picture.

Each of the pictures contains two neckties, three hats, four pair of pants, and five dresses, but each picture is different because of the way in which the items are arranged. The pictures are all close approximations of one another and this similarity makes achieving the goal of finding an exact picture match relatively difficult. The similarity demands a thorough questioning and answering procedure in French; simple questions and yes/no or short numerical answers are not sufficient to complete the exercise.

After the teacher has chosen or drawn the pictures and distributed them to the students, he/she will review the French vocabulary for placement prepositions and for all the clothing items the students have had. He/she will also review the partitive construction and the use of *en* with numbers before explaining the ultimate goal of the exercise.

The students begin the activity by circulating and choosing a partner. Student A looks at his/her picture, selects an article of clothing depicted in it, and asks Student B if he/she has that article. All questions and answers must be given in French. Student B then consults his/her picture and responds with either "J'en ai;" "J'ai un(e)/des [specific article of clothing requested]"; "Je n'en ai pas;" or "Je n'ai pas de [article requested]."

If the answer is "Je n'en ai pas" or "Je n'ai pas de [clothing requested]," both students seek other partners because there is only one exact match and obviously this partner does not have the correct picture. At no point in this exercise do students visually compare their pictures. If Student B answers "Oui, j'en ai" or "J'ai un(e)/des [clothing requested]," Student A then asks "Combien de [article of clothing] as-tu?" Student B looks at his/her picture and provides the answer. If the number of the specific clothing items is not the same in each picture, both students seek other partners. If the numbers are the same, Student B consults his/her picture and asks Student A "As-tu un(e)/des [a different item of clothing]?" The questioning procedure continues until each student finds a partner whose picture contains the same distribution of clothing items as the one contained in his/her picture; both illustrations reflect the same clothes and the same number of pieces for each item.

The next step in the activity requires each student to discover his/her exact picture match regarding the placement of clothing items. Student A asks his/her current partner questions which will pinpoint the position of one of the clothing items in the partner's picture. Possible questions could include "Quel est le premier vêtement à gauche?" "Quel vêtement est à droite du/de la/des [specific clothing article]?" Student B provides appropriate answers, and the previous questioning procedure is used—if the pictures are similar, the students alternate questions and answers; if they are not similar, the students interview other partners until they find the one person who has the matching picture.

After Student A and Student B have completed the questioning procedure and believe that their pictures are an exact match, they take them to the teacher for confirmation. If the match is confirmed, the students sit down to remove themselves from the circulating students who are still trying to find the correct partner. If the picture is not confirmed, the students rejoin the other students. If there is an uneven number of students attending class the day the activity takes place, the teacher may choose to let one of the students perform the confirmation task.

Simplified Variation

The activity just described can be complex and require more than the amount of time allotted to complete the exercise if the teacher has chosen elaborate pictures.

It can be greatly simplified by eliminating multiple arrangement patterns of the same clothing. This elimination will remove the need for extended conversation; the students will still have opportunities to practice speaking and listening comprehension skills [and even the partitive construction], but the questions and answers will be simpler and more formulaic. The teacher can also increase the clothing categories, creating a greater diversification of pictures which will make it possible to eliminate a possible picture match quickly. This elimination of extremely similar pictures and the addition of extra clothing pictures can render the activity more suitable for lower level classes and require less time for completion in class.

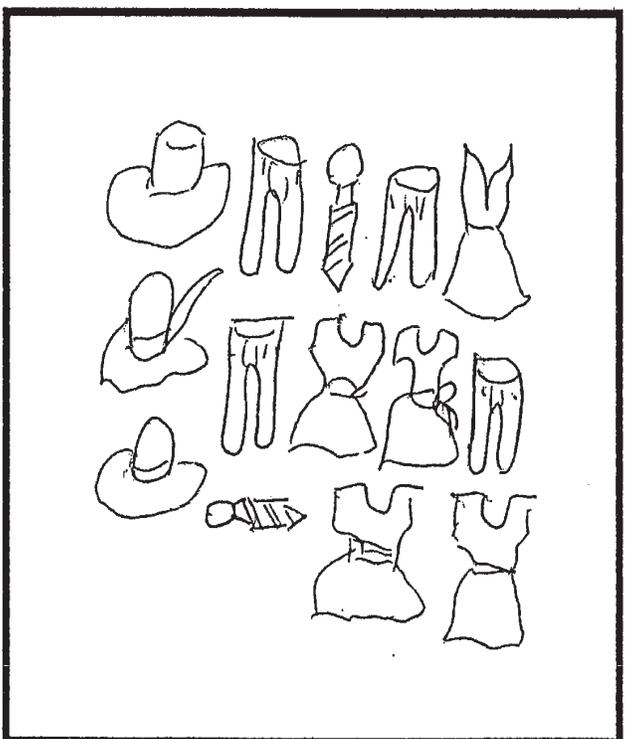
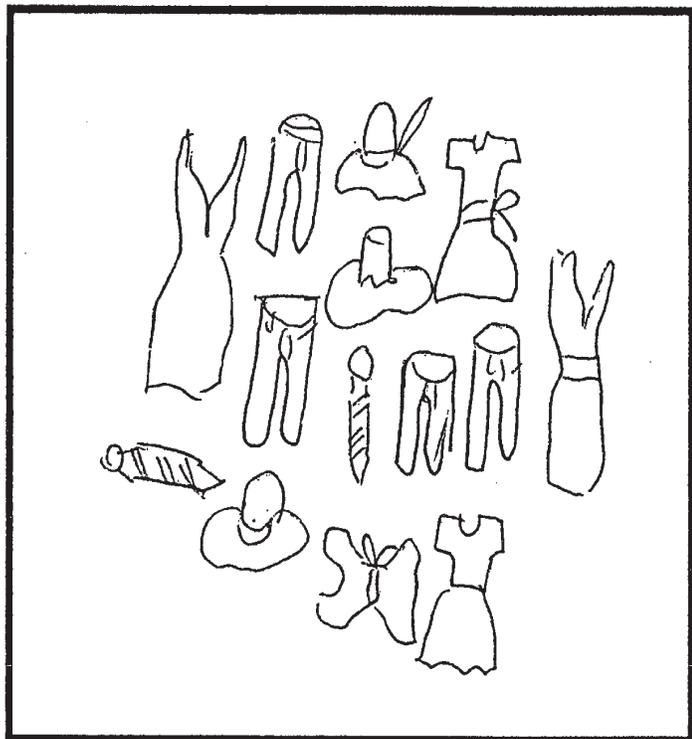
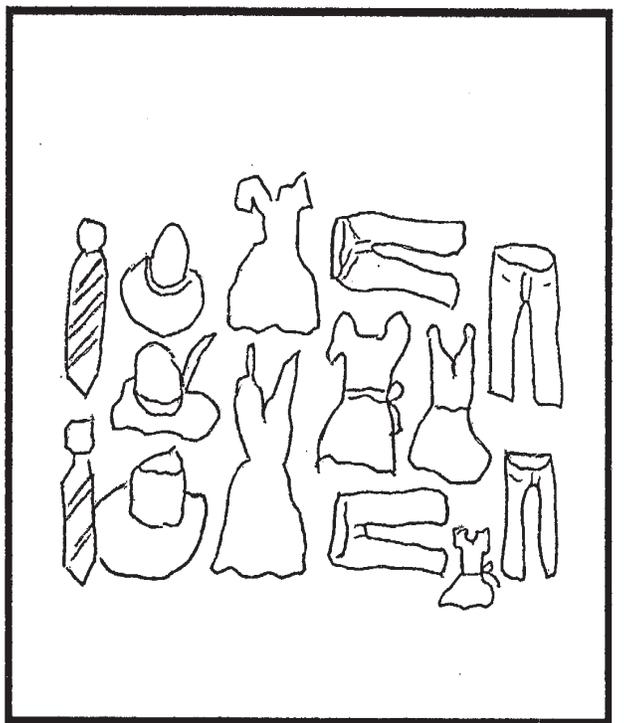
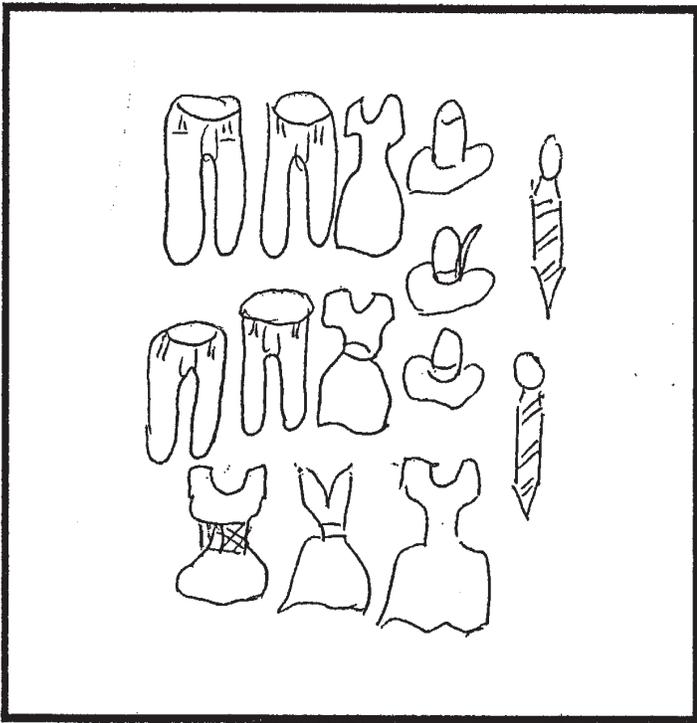
Nancy Stump
Marshall University (WV)
[stump@marshall.edu]

FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-84 (1927-2011) 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].



2014 NATIONAL FRENCH WEEK CONTESTS

The theme for both contests in 2014 is "*Le Français: une langue à multiples visages/French: A Multifaceted Language.*"

ESSAY CONTEST

Deadline: Received by **November 15, 2014.**

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

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2014. No group entries. There is a limit of five entries per school. Essays must be written in English. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, e-mail address, and AATF chapter name must be written at the beginning of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

- Grades 3-5: Maximum 150 words;
- Grades 6-8: Maximum 250 words
- Grades 9-12: Maximum 350 words
- College: Maximum 500 words

Judging Criteria: Relevance to the theme, originality, written expression. All essays become the property of the AATF and may be used in AATF publications or materials. All participants in the AATF Essay and Video/Animation Contests will receive certificates. A student may enter both contests. First, second, and third place winners of each division will receive prizes to be announced.

VIDEO/ANIMATION CONTEST

Deadline: Received by **November 15, 2014.**

Rationale: The AATF Executive Council decided that teachers at the middle school and high school would appreciate an activity that students could work on during National French Week (November 5-11, 2014). Since many students create their own videos and blogs, the Council thought that this contest would bring in students and teachers who are interested in technology.

To Submit: See National French Week link on AATF Web site for instructions regarding format and where to upload the video/animation. Entries can be made using Glogster, Animoto, or embedded Web tool or shareable app of the student's choice. Please visit the AATF site to find a list of the suggested Web tools. If using these sites, teachers should choose the free educator subscription or have students set up their own accounts. The project should be viewable by the judges, but the projects should be marked "Unlisted" until the awards have been announced. Please include a URL to the project in the registration form. The contest judges may request that you share the embed code for the project after the awards have been announced. For questions on Web tool or app usage, please contact Cath-

erine Ousselin at [catherineku72@gmail.com]. For ideas on past submissions, visit the National French Week blog site at [http://nfwposter.blogspot.com/].

Guidelines: The video/animation must relate to the contest theme. Minimum length 30 seconds. Maximum length: 2 minutes. No copyrighted figures (ie. Snoopy, Astérix) accepted. Videos with references to alcohol, drugs, or violence will not be accepted. Each entry must be the original work of a current French student or group of students whose teacher is an AATF member for 2014. There is a limit of five entries per school. The video/animation must include the names of the school, French teacher, and students who contributed to the project.

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

Judging Criteria: Visual impact, relevance to the theme, and originality. All videos become the property of the AATF and may be used in AATF publications or materials. All participants in the video competition will receive certificates. The winning videos will be posted on the AATF Web site. First, second, and third place winners of each division will receive prizes. Go to [www.frenchteachers.org/nfw/contests.htm] for complete instructions and to [http://nfwposter.blogspot.com/] to see some past submissions.

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.

CHECK OUT CHAPTER NEWS VISIT THE AATF WEB SITE!

Beginning with the September 2010 issue of the *National Bulletin*, several changes both in the format and in the contents were instituted. One of the changes involves Chapter News. From now on, if you wish to read the news from your chapter or from another chapter, you can visit the AATF Web site and click on Chapters. The address is: [www.frenchteachers.org].

Continue to send your news to the Editor of the *National Bulletin* so that it can be prepared for the Web site.

Jane Black Goepper
Editor

[nbeditor@frenchteachers.org]

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.

EIGHTH AATF ADMINISTRATOR OF THE YEAR CHOSEN

We are pleased to announce that Catherine Gannon, Principal of Sutherland Elementary School (IL), has been chosen as the 2014 AATF Administrator of the Year. The award is cosponsored by the AATF, Concordia Language Villages, and the French Embassy. The recipient received a framed certificate. A stay at Concordia Language Villages has been awarded to Rebecca Reid, a student of French at her school. Ms. Gannon was nominated by AATF member Alan Wax.

NEWS FROM THE EXECUTIVE COUNCIL

This year there has been a new addition to the AATF Executive Council. We would like to take this opportunity to welcome a new member.

Marie-Christine Massé (NJ) and a member of the AATF New Jersey Chapter has been appointed to fill two years of an unexpired term. She will serve as Region II Representative (New York and New Jersey) in 2014 and 2015. We would like to thank her for agreeing to fill this important position.

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.

**NEW ORLEANS
July 19-22, 2014**

**VISIT THE JNCL WEB SITE
www.languagepolicy.org**



Excellence in French Award

Recognize outstanding students at any 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
- *Armes de Paris* medal, available for an additional charge.

Students must have demonstrated a commitment to the study of French by some activity or interest outside the classroom. The nominating teacher must be a current AATF member.

For more information and complete eligibility requirements:

www.frenchteachers.org/hq/awards.htm or office@frenchteachers.org
(Basic award: \$25 / Award + medal: \$35)



THINKING ABOUT SYNCING? USING SOCIAL MEDIA TO DEVELOP COMMUNICATION SKILLS

Fear not the “selfie;” embrace it, and channel your students’ passion of the post toward the development of speaking and vocabulary skills. As difficult as it is for many teachers to accept, students are going to use their mobile devices in class. Why not look at the devices as a tool that can engage them through social media they know well and that will allow them to develop and share their linguistic knowledge in a teen-friendly way? While there are some initial steps to prepare the students for using a social media site, the results may change your opinion of the ubiquitous self-portraits and random shots.

I had originally hesitated using social media outlets such as Twitter (140 character messages), Vine (six-second videos), and Instagram (pictures and 15-second videos) with my classes even though teachers in my Twitter PLN (Professional Learning Network) were discussing the positive results that they experienced with them. My reasons included privacy, appropriate behaviors, and thoughtful, pedagogical use of the media. I did not see the attraction of continuous posting of uninteresting pictures—especially “selfies.” Although I am highly active on Twitter, I prefer posting my ideas in words and not through pictures. My interest

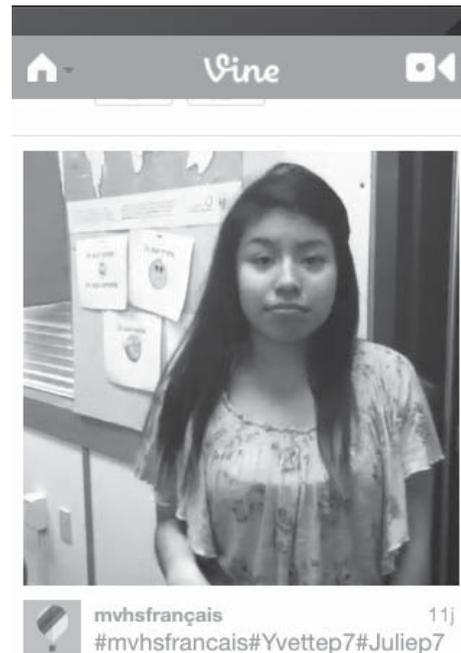


in using Instagram became more serious when our school had a bomb threat and we spent several hours on the football field. The students took hundreds of pictures within the first 15 minutes using a hashtag

(#) chosen by the “hive.” A hashtag is the symbol used on social media sites to denote a theme. After school, I searched the hashtag and found the pictures that the students took. The majority were self-portraits with friends; others were 15-second videos. While teens still text, many more share their thoughts with pictures and short, tagged phrases sent to their followers. The pictures and videos from the field were creative, a bit silly, and sometimes offensive. These are adolescents, and they feel comfortable within the medium to express themselves with little concern to etiquette or spelling. Thankfully, many social media users make their accounts private so that only their followers can see the pictures.

For those who do not, anyone can explore their pictures by clicking on the user’s name. I learned an important lesson while going through the posts: Do not look at or follow your students’ accounts! You do not want to see what they post, and it can change your opinion of a student. Despite the slightly disturbing discoveries in this teen-laden territory, I understood the communicative power of these posts in their lives. The next question was, “How can teachers make social media work in the World Language class?”

World Language teachers often check student comprehension of a word or expression through drawings. A quick sketch of “Il a froid” is easy to assess and allows students to demonstrate their comprehension through non-verbal methods. However, there are students who do not like to draw—I am one of them. To reach out to these students, we have used our class iPods (and personal student devices) along with Google images or other image repositories. This approach worked well, but it was a passive exercise. Students simply entered the expression in French and were provided with an image. My goal was to make the exercise



more direct so that they produced the idea of the definition. We used our class iPods or personal phones and students e-mailed their pictures to our class Gmail account. A typical vocabulary exercise would be emotions and adjectives.

Students received a list of 5-10 words that we had covered and were asked to take pictures of the words. They could draw a scene, or they could create a “scene” with their partners. To respect student privacy, I asked families to sign on-line agreements that allowed me to post their likeness and work without their names. This system worked well, but it didn’t have the same effect as the instant post functions found on Instagram, Vine, and Snapchat. What I have learned from adolescents is that they want to connect instantly and share what they like.

The transition from static pictures on the iPods to the social media sites involved creating a French class account, installing the apps to the iPods, and connecting each device to the class account. I chose the username “mvhsfrancais” for Twitter, Vine, and Instagram so that students could easily find them on line. Each class discussed the ground rules in English. I insisted on the consequences of any unsuitable behav-

ior or photos—a discipline reference and loss of technology use in class.

Guidelines: No bathroom shots. No pictures of “personal” body parts. Always ask permission before photographing another person. No deleting other students’ posts. No following other accounts with the class account. Use only the hashtags (#) supplied for the lesson. I was worried that there would be some inappropriate slang used. (YOLO, Swag, etc.), but I am able to monitor the students’ posts as they take their pictures either on my iPad or on the computer.

Any post that did not meet the requirements, I deleted immediately.

The first posts were made by the French 1 students using Vine. Vines are six-second videos, so precision was important. The students presented a partner by describing hair and eye color and his or her favorite activities. I set a time limit of 15 minutes for filming. Six seconds proved to be almost impossible for French 1. Vines require quick speech that these students did not have. Their attempts were brave, but we decided to try Instagram and its 15-second videos. As we watched the videos together, students commented on everyone’s errors and successes. A slight competitive attitude arose between sixth and seventh periods. The groups wanted to garner the most “likes” on their videos, so they shared them with their friends. A



suggestion to incentivize the experience: students receive participation points for following the class account. They will see not only the posts made by their class but the other classes as well. When they like a picture or video, I offer another participation point. Students were initially worried that if they liked a class picture from their personal accounts, that I would click on their names. I assured them that their personal accounts would not be viewed or followed. I do how-



ever, follow Francophone accounts from around the world including: igersparis, parispromenades, lacuisineparis, and many other location-based sites. The pictures posted on these accounts offer real-world glimpses into Francophone culture. Searching hashtags such as #petitdejeuner or #nourriture allows users to find a stunning amount of culture.

A typical vocabulary-based assignment is modeled on the challenges that are found on Instagram through the “igers” thematic sharing groups. A challenge (or *défi*) might be “bleu.”

Participants post pictures that relate to the theme with the #bleu hashtag and the post that receives the most likes wins the challenge. I have used an acrostics-style challenge where each letter of a word becomes a picture or short video. For Valentine’s day, we did VALENTIN during which, “amour” and “amoureux” were popular posts for the letter A. For the lower-level students, we come up with the list of words together. Third-year and AP develop their own lists. The theme could be emotions, idiomatic expressions, or school life (verbs, objects, classes, etc). Each picture has the vocabulary hashtag (#triste) and our class hashtag (#mvhsfrançais). One AP group produced a 15-second video detailing the conjugation of an “ER” verb. Another group explained masculine and feminine adjectives. The challenge can be done during school, or it could be assigned over the weekend. Students would use their own devices and the class hashtag so that you can find the posts. To search a post, you will need to use a mobile device with the Instagram (or Vine) app. These social media outlets were designed to be mobile-based and are therefore somewhat limited on their Web sites.

It is important to not jump into the



social media arena without preparation. Students have no experience using social media for a school-related purpose. For them, this is an open arena where people post anything they want, not a way to practice a foreign language. If you plan to use it, inform yourself on digital citizenship, talk to your district technology coach or principal. Develop your expectations, and share them with your students. By using solid information and practices, teachers will provide support in developing knowledgeable and responsible social media users. There are curriculum guides available on line to help you learn how to discuss digital citizenship and privacy issues. Social media is powerful. People have lost jobs due to their posts, but revolutions have been organized as well. Social media can be daunting, but it can also be a new path for connecting our learners with the Francophone world. If you are interested in organizing a social media account or experience with your classes, please contact me at [catherineku72@gmail.com].

Bon surf!

Catherine Ousselin
Mount Vernon High School (WA)

AATF ON-LINE STORE
www.frenchteachers.org

THE LATEST THING? REINVENTING THE WHEEL? EXPLORING THE HISTORY OF THE TEACHING OF FRENCH WITH THE SIHFLES

Should we focus on form? Communicative competence? Are these new ideas or reworkings of centuries-old practices? Every discipline has a history and a historical context, including the teaching of French. A scholarly association in Europe founded in 1987 has been dedicated to this history. But what about here in North America? The *Société internationale pour l'Histoire du Français Langue Étrangère ou Seconde (SIHFLES)* offers conferences and publication opportunities where this history might be pursued. Members of the AATF are warmly invited to join their European colleagues in investigating this history.

Already this association has explored the teaching of French in many contexts around the globe. The *Documents pour l'histoire du français langue étrangère ou seconde*, the scholarly journal of the SIHFLES, has more than 50 issues, some of which are available on line at [<http://dhfles.revues.org>]. The research in *Documents* touches on many scientific disciplines and social practices: linguistic and education policies (in different countries at different times), didactic and methodological aspects related to theories of teaching and learning, the study of language teachers and the context of their work, the evolution of institutions, the study of reference manuals (dictionaries, grammar books, reading books, etc.) including questions related to their inventory and analysis, etc.

A major part of this effort is rediscovering teaching manuals of all sorts, collections of dialogues, guides to grammar and pronunciation, dictionaries, treatises on language pedagogy. Hundreds have been described in the pages of this journal, and many more are waiting to be discovered.

The teaching of French to English speakers has a vibrant tradition with a wide variety of teaching methods and ideas. It probably started even before the Norman Conquest but certainly grew more robust in the later Middle Ages and the Renaissance. One of the early French masters for Anglophones, Claude de Sainliens, may have been the model for the character of Holofernes in Shakespeare's *Love's Labor's Lost*.

What then of language teaching here in North America? A starting point for the history of teaching methodologies is simply knowing what texts were used, such as Thomas Blair's *Some short and*

easy rules teaching the true pronunciation of the French Language, published in Boston in 1720. We might also look at the status of French in different areas and during different periods in our history. Who are the teachers, and who are the students? How has the institutional structure of language teaching affected what we do? the research questions we ask?

The goal of the SIHFLES is "to promote the history of French foreign language education in and outside of France, as well as language education in general, by uniting researchers, publishing the findings of their work, stimulating new research, as well as opening new branches of university study, and the creation of a center for documents and special archives." The SIHFLES currently links more than 200 members (including researchers, educators, and teachers of French as a foreign or second language), from about 20 different countries. Every year the Society co-organizes a Colloquium presenting research on a specific topic. The Web site [<http://fle.asso.free.fr/sihfles/>] is an excellent resource for contacts and exchanges between researchers, as well as a vehicle for the publication of studies in the field.

The Scientific committee welcomes the submission of articles for the journal. Please send 300-word abstracts (with seven key words) to the editors: Marie-Christine Kok-Escalle: [m.c.j.kok-escalle@uu.nl] and Despina Provata: [dprovata@frl.uoa.gr]

For further information, please contact the General Secretary Karene Sanchez Summerer (Leiden University, The Netherlands): [K.Sanchez@hum.leidenuniv.nl] or Douglas Kibbee (University of Illinois): [dkibbee@illinois.edu].

What's New in the French Review?

Vol. 87, No. 4 (May 2014)

Articles in this special issue on World War I include the titles below and more:

- "Expressing the Inexpressible: World War I and the Challenge to Art" (Cloonan)
- "La Corrèze, la littérature du terroir de l'École de Brive et la France rurale durant la Grande Guerre" (Daniélou)
- "Stages of Battle: Theater and War in the Plays of Bernhardt, Raynal, and Anouilh" (Sachs, McCready)
- "Mémoire et anti-mémoire dans *La vie et rien d'autre* et *Un long dimanche de fiançailles*" (Reeves)
- "Photographic Exceptionalism during the Great War: The Invisibility of the French Photographer" (Hudgins)
- "La Grande Guerre des animaux-soldats" (Vergereau-Dewey)
- "Le Camembert: French Memories, Identities, and Heritage in the First World War" (Sukapdjo)
- "Dossier pédagogique: La Grande Guerre" (Cosson-Flanagan)
- "Three Strategies for Promoting Intellectual Engagement in Advanced Undergraduate Seminars" (Connors, Dupont, Westbrook)
- "Les règles du jeu: football et modèles pédagogiques dans *Entre les murs*" (Cuillé)
- "Strange Bedfellows: Turks, Gauls, and Amerindians in Lescarbot's *Histoire de la Nouvelle France*" (True)
- "Au-delà du tragique: une traversée théâtrale—entretien avec Slimane Benaïssa" (Gross)
- "Entretien avec Catherine Cusset" (Puig)

REMINDER TO FDLM SUBSCRIBERS

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on page 13 to notify the AATF or send an e-mail to [address@frenchteachers.org], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].

July 19-22, 2014
New Orleans



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

AATF COOKBOOK: *CUISINER ET APPRENDRE LE FRANÇAIS*



178-page cookbook contains 34 illustrated recipes in French with classroom activities. Also includes reading texts related to the ingredients or culinary techniques and exercises. Numerous vocabulary exercises and exercises on



measurements. The cookbook is completed by a glossary and English versions of the recipes. \$25 (\$40 nonmembers).

Name: _____

Address: _____

City, State, Zip _____

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

LA VIE DES MOTS COLLECTION

We have collected five years worth of original *La Vie des Mots* texts, the accompanying *Mots chassés* from the *National Bulletin* as well as the *Corrigés* in one volume. 15 each (\$20 nonmembers) or \$12 each for orders of more than 5 copies.

_____ *La Vie des Mots* x \$15 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

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

COLOR NOTECARDS



We have taken six winning posters from the AATF FLES* Poster Contest and turned them into notecards. Great for special notes to students and parents. Six different designs illustrate the theme. Inside blank. Price includes envelopes and shipping and handling. 12 for \$10.00.



_____ sets (12 cards & envelopes) x \$10 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

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

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.

MEMBERSHIP DRIVE

The AATF is launching a membership campaign! See page 6 for information concerning the 2-for-1 offer for a year's free membership.

WHY STUDY FRENCH?: AN INNOVATIVE WAY TO GET THE MESSAGE OUT TO THE COMMUNITY

Many French teachers find themselves masters of marketing, feverishly advocating for their programs (and the topic of the May 2013 *French Review*). Small struggling programs fight extinction in the face of penny-pinching administrators or policy makers who might understand internationalization as offering introductory Arabic or Chinese or simply Spanish as their sole world language. The luncheon program described below is only a piece of the multifaceted marketing campaign a teacher can wage to keep her French program both visible and enticing to potential students (and parents) (see Meyer, 2004 and Meyer, 2007). It proved surprisingly effective with the attending business faculty and was warmly received by all who attended. The content of the presentation itself marries common “understandings” of what is French and French culture with images from not only France but other French-speaking areas and hard cold facts that prove the utility of French for world business (and culture). In order to help you recreate this successful marketing event, this article first addresses content (what should I include?) and then shares a basic how-to produce your own community French luncheon at your own institution. While the presentation was marketed to the entire community, it would still be valuable as a more localized university event for the campus community.

PowerPoint presentation

A twenty-minute presentation whets the appetites of your guests, not only for the French menu that follows, but for learning French and French-speaking culture. Given the number of guests (in this case, almost 110) and the lack of knowledge of who will sign up for the presentation/lunch, a catchy, fun beginning seems appropriate. The presentation described below begins with the question: “French—What is it?” accompanied by colorful images of the cliché views of what French means to many (first food, in part to highlight the menu): cheese, wine, *crème brûlée*, a *baguette*, onion soup, *coq au vin*. More images with accompanying text follow: fashion, men in berets, celebrities, celebrity politicians, Chanel No. 5, and then a cheeky “that all smells good.” The presentation goes on to ask what is traditional French culture? Slides with art (a student in front of a Monet painting), literature (images of famous novels), music clips (Carla Bruni, Victoria Vox, Youssou N’Dour) propose

answers. Then, due to the date of the luncheon (immediately preceding Mardi gras), a colorful explanation of what it is, when it falls, and what the three main colors represent helped the guests to “laisser les bons temps rouler!” and to smile.

The next section of the presentation features student travels. As I frequently lead a “January in Paris” course, images of smiling students in front of different monuments and in our Paris hotel help promote that course. I then introduce some collages of some of my favorite spots that we visit in the first two days (*le Louvre, la Sainte Chapelle, Notre-Dame de Paris, le Monument des déportés, l’Institut du Monde arabe* and, finally, a meal on the *rue de la Harpe*). These images target more famous monuments with carefully chosen images that reveal the multicultural composition of Paris. Images of our students enjoying trips to Burkina Faso, to Senegal and to Quebec really solidify how French goes beyond the hexagon.

The next ten slides address the value of French for potential jobs, as an official language of many important organizations, for the world economy, for investments both in France and in the U.S., and for science and technology. While most of the attendees have no idea how important the French language and culture are to the world economy, it is not hard to come up with compelling statistics on how important French is as a language in the U.S. and in the world. France is the second most frequently taught language in the world after English. The *Organisation Internationale de la Francophonie’s* Web site discusses how many countries have French as an official language and how French is spoken on five continents. The [www.invest-in-france.org/us/why-choose-france/a-country-with-a-global-outlook.html] Web site provides evidence of France’s role in the global economy (fifth-largest economy in the world with a GDP of \$2,751 billion US in 2011), its role in the tourist industry and as a recipient of foreign direct investment, etc. France’s global footprint reaches far indeed. (See [www.invest-in-france.org/Medias/Publications/1585/Invest-In-France-13.pdf] for more information). French, along with English, is the official working language of the United Nations, UNESCO, NATO, the European Community, the International Red Cross, and many other organizations (see Richard Shryock for a more complete list). A recent listing of international jobs (12/01/09) distributed by

the U.S. State Department noted that 92 specifically required or preferred French, 36 Spanish, 7 Arabic, and 1 Chinese. My Business School colleagues were stunned by some of these statistics. The Bureau of International Organization Affairs of the U.S. Department of State (October 2011) also required more French than Spanish and Arabic combined when hiring employees. The presentation slides then transition into the economics of French and France, and in particular, our trading relationship with the province of Quebec and exports to Canada and other French-speaking countries. In 2008, notes Shryock, France’s economy ranked fifth in the world after the U.S., Japan, China, and Germany. The trade between France and the U.S. and investments in France has increased over the last decade as well. And, finally, France’s role in Science and Technology (research, exports, high tech production, nuclear fusion, etc.) is impressive and provides good reason for students to consider the essential combination of French and science (“French: The Most Practical Foreign Language.” (Shryock, [www.fl.vt.edu/french/whyfrench.html]; and “Speaking to Le Monde”). The final two slides return to the visual. The first displays a clipping from the *Aubusson* local newspaper describing a luxury hotel (from a personal e-mail) and featuring a photo of its staff including a former student who worked there after teaching English through the French Government English Teaching Assistant program (we send 1-2 graduates per year). The second shows the colorful image of many Francophone flags [<http://anglesqueville-eco.spip.ac-rouen.fr/spip.php?article231>]. Their large number leaves a lasting impression on the audience. In short, this presentation connects French language study to global success and provides the audience with what Alexander calls “a more globalized perspective” created by “building bridges between disciplines,” and between the university and the community (Alexander 36).

Luncheon Logistics

The University Union hosted the French Luncheon. The menu and price breakdown as well as ticket sales are handled through their staff. The date must work with their staff and the largest set of rooms must be available to accommodate the many large tables needed for the guests. February 17, 2013 was an excellent choice as it closely followed Valentine’s Day (and for some, their idea of French is the language of love) and pre-

ceded Mardi Gras. For the French menu, I requested *soupe à l'oignon, coq au vin*, green beans, and *mousse au chocolat*. The chef added baked haddock with a *béarnaise* sauce as an alternate to the *coq au vin*. Coordinating the menu with the chef takes time—the chef enjoys showing off his culinary skills and has his own idea on what French food should be, but our combined menu was well-received. Reservations are required for the meal with special rates for students, faculty and staff, and the community/learning in retirement. Tables for 6-10 can be reserved for special groups which added to a convivial atmosphere.

Marketing the luncheon combines many efforts. Graphic design students propose images for the poster, and the graphics department produces the actual posters and invitations. Faculty, staff, and students receive invitations in their mailbox as well as via e-mail. A weekly e-mail listing events that goes to every campus e-mail repeats the invitation several times. Meanwhile, we send out invitations to the Learning in Retirement program, Green Bay Homemakers Club and, in this case, the local French group, the *Amicale française*. We also promote the luncheon through Web announcements and posters placed throughout campus and student housing.

The luncheon itself is quite a production. In addition to the PowerPoint presentation and carefully selected menu, the presenter can play French music before the presentation, during lunch and after. The University Union staff decorated the tables with flowers and with French-themed decorations. French program and study abroad brochures decorated each table as well. Throughout the event there were door prizes (from basketball tickets to flowers and small tokens from the bookstore) which were announced by the emcee, a student specializing in communications.

The French luncheon served to connect our French program with both the university and the wider community. More importantly, using vibrant images to challenge stereotypes of French culture along with personal photos of French program activities, and concrete statistics about the economic and technological vitality of France, the luncheon improved perceptions of the role and value of French and French studies at our institution and attracted a far-reaching audience to spread the word.

E. Nicole Meyer
University of Wisconsin-Green Bay
E-mail: [meyer@uwgb.edu]

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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].

NOUVELLES DE LA COMMISSION SUR LA COMPÉTENCE CULTURELLE

Les co-présidentes de la Commission vous invitent à collaborer aux deux projets de la Commission.

Projet No. 1 (Michèle Bissière): Mutualisation de ressources pédagogiques pour enseigner la France contemporaine et les cultures francophones [http://culture.frenchteachers.org]

Le but de ce projet est de mettre en commun des articles de presse récents, accompagnés de fiches pédagogiques, à utiliser dans des cours de langue et de culture. Les textes sur la France et les pays francophones seront regroupés en catégories telles que la famille, la géographie, l'immigration, la politique, la religion, le sport, le travail, etc. Le projet vise à remédier au manque de documents récents dans les manuels de langue et de culture et à faciliter le travail des enseignants, car la recherche et la préparation de tels documents demande un investissement de temps important. En collaborant à ce projet, les membres de l'AATF auront accès à des textes variés qui leur permettront de suivre l'évolution de la société avec leurs étudiants/élèves.

Projet No. 2 (Marie-Luce Schein): La France «multiculturelle» au travers de l'histoire, de la culture, et de la politique [http://culturecom.frenchteachers.org]

L'idée de ce projet est de donner aux enseignants des occasions multiples de se pencher sur la diversité culturelle en France dans tous ses aspects et sur la problématique de l'immigration et de l'intégration de façon à envisager non seulement des projets de recherche personnels mais surtout de créer des occasions pour nos apprenants de découvrir la diversité culturelle. Cette problématique touche tous les aspects traditionnels des institutions françaises comme l'éducation, le travail, le logement, la santé, la politique, etc.

Cette exploration mènera aux grandes questions de l'immigration mais s'attachera à démontrer la diversité culturelle en France dans les domaines suivants: (a) la littérature pour adultes et juniors; (b) l'art; (c) la danse; (d) la musique; (e) la chanson; (f) la cuisine.

Pour participer, consultez les consignes sur les sites des deux projets. Si vous désirez recevoir des nouvelles de la Commission, inscrivez-vous auprès des co-présidentes, Michèle Bissière, UNC Charlotte [mhbi ssie@uncc.edu] et Marie-Luce Schein, Texas Christian University [m.schein@tcu.edu].

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, publication 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, 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]

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).

SOCIÉTÉ HONORAIRE DE FRANÇAIS

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

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.

PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars (see page 00). 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@frenchteachers.org].

NOW AVAILABLE ON-LINE PAYMENT

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- Materials
- *Société honoraire de français* (special member prices available for most materials)

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 [office@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 _____

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: _____

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

FABLES DE LA FONTAINE TEACHER'S MANUAL

Written to accompany a previous National French Week poster, this guide contains activities based on each of the twelve fables illustrated on the poster. Targets a variety of levels (includes 2 copies of the poster).



_____ Manuals x \$20 each

_____ Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

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

AATF PUBLICATIONS AVAILABLE

From the AATF Commission on Cultural Competence:

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

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

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

Prices are subject to change without notice.

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.

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 Gold-

man, 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 buttons, 2-in. round buttons. 75 cents each or 10 for \$6.50 (10 for \$9)

OTHER MATERIALS

Allons au cinéma: Promoting French Through Film, edited by Dolliann Hurtig and Joyce Beckwith. From the AATF Press. \$25 (nonmembers \$40)

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

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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 6/30/14.

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.

CALENDAR OF EVENTS

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].

ADFL SUMMER SEMINAR MIDWEST, June 4-7, 2014, Columbus, OH. Information: David Goldberg, Association Director, ADFL, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 578-5134; e-mail: [adfl@mla.org]; Web: [www.adfl.org].

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].

EARLY LANGUAGE LEARNING: THEORY AND PRACTICE, June 12-14, 2014, Umea, Sweden. Information: Janet Enever, Conference Academic Coordinator, e-mail: [janet.enever@sprak.umu.se]; Web: [www.sprak.umu.se].

ADFL SUMMER SEMINAR WEST, June 18-22, 2014, Columbus, OH. Information: David Goldberg, Associate Director, ADFL, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 576-5134; e-mail: [adfl@mla.org]; Web: [www.adfl.org].

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

12TH INTERNATIONAL CONFERENCE ON LANGUAGE AWARENESS, July 1-4, 2014, Hamar, Norway. Information: Organizing Committee, e-mail: [ala2014@hihm.no]; Web: [www.ala2014.org].

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

INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS (AILA), 17TH WORLD CONGRESS, August 10-15, 2014, Brisbane, Australia. Information:

e-mail: [info@aila2014.com]; Web: [www.aila2014.com].

AMERICAN ASSOCIATION OF APPLIED CORPUS LINGUISTICS (AAAL), September 26-28, 2014, Flagstaff, AZ. Information: e-mail: [aacl@nau.edu].

AMERICAN PRAGMATICS ASSOCIATION (AMPRA), October 17-19, 2014, Los Angeles, CA. Information: AMPRA, Web: [ampra.appling.ucla.edu].

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].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL), November 21-23, 2014, San Antonio, TX. Information: Web: [www.nnell.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].

LINGUISTIC SOCIETY OF AMERICA (LSA), January 8-11, 2015, San Francisco, CA. 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 8-11, 2015, Vancouver, Canada. 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), March 5-7, 2015, Atlanta, GA. Information: David Jahner, Executive Director, P.O. Box 33615, Decatur, GA 30033; e-mail: [scoltdj@gmail.com]; Web: [www.scolt.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL), March 12-14, 2015, Minneapolis, MN. 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 21-24, 2015, Toronto, Canada. 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 25-28, 2015, Toronto, Canada. Information: TESOL, 1925 Bal-lenger Avenue, Suite 550, Alexandria, VA 22314; phone: (703) 836-0774; fax: (703) 836-7864; e-mail: [info@tesol.org]; Web: [www.tesol.org].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA), April 16-20, 2015, Chicago, IL. Information: AERA, 1430 K Street NW, Washington, DC 20005; phone: (202) 238-3200; fax: (202) 238-3250; Web: [www.aera.net].

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 online publication.

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

To contribute a unit, e-mail the text as one file in either Word or pdf format to [abrate@frenchteachers.org]. 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].

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.



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REMINDER: IMPORTANT DEADLINES AND DATES

- May 15 Deadline for registering for the AATF Convention in New Orleans at the Early Bird rate (see pages 17-18)
- June 26 Deadline for Regular and Full Registration for the AATF Convention in New Orleans (see pages 17-18)
Deadline for hotel reservations at the reduced convention rate (see page 1)
- July 19-22 AATF Convention in New Orleans (see pages 1-2)
- August 1 Deadline for submissions to the Special Issue of the *French Review on Francophonie(s)* (see page 12)
Deadline for submissions for the September *National Bulletin*
- September 1 Deadline for submissions for the November *National Bulletin*
- November 1 Deadline for submission for the January *National Bulletin*
- November 5-11 National French Week
- November 15 Deadline for submissions for National French Week Poster and Video Contests (see page 23)
- December 15 Deadline for submissions for proposals for the 2015 AATF Convention in Saguenay, Quebec (see September issue)

AATF COMMISSION ON HIGH SCHOOLS

The goal of the Commission is to facilitate the sharing of lessons and materials for middle school and high school students that reflect the three modes of communication: interpretive, interpersonal, and presentational. We know that many teachers have developed excellent lessons for all levels of French that are thematic and develop critical thinking skills. Now is the time to share your excellent work with other teachers who are looking for more creative ways of presenting their content. Please consider submitting your lesson plans to Anne Jensen, Commission Chair, at [annejensen@att.net]. On the Web site there is a five-step lesson plan template to ensure consistency in lesson plan format submissions. We hope that the Web site will become a place where teachers will find a variety of lessons and ideas for their classes. AATF High School Commission website: [<https://sites.google.com/site/aatfhighschoolcommission/home>].

Anne Jensen  Chair
Gunn High School (CA)

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