

NATIONAL BULLETIN

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de la Nouvelle-Orléans, appuyée par le pirate célèbre Jean Lafitte. (Multiples visages, n'est-ce pas?) Pour moi personnellement, la Nouvelle-Orléans représente l'arrivée des Soeurs de Saint-Joseph, ma congrégation religieuse. Les premières soeurs venues de France en 1836 sont descendues chez les Ursulines, avant de se diriger vers Saint-Louis, et éventuellement jusqu'à Philadelphie.

Nous venons ici à la Nouvelle-Orléans certainement pour nous amuser dans cette ville de *Big Easy*, «pour laisser les bons temps rouler», mais aussi pour considérer l'importance de notre profession et pour nous enrichir en réfléchissant sur les communications de nos collègues. Comme les Français fondateurs de la Nouvelle-Orléans ont de multiples visages, le français aussi c'est une langue à multiples visages. Les porteurs de masques pendant la saison de Mardi Gras nous inspirent avec les nouveaux visages et les nouvelles personnalités qu'ils prennent. Considérons donc les multiples visages du français.

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MESSAGE DE LA PRÉSIDENTE

À la place du Message de la Présidente, je vous offre ici mes réflexions sur le français, langue à multiples visages, discours que j'ai présenté à la Nouvelle-Orléans. Zachary Richard était notre invité d'honneur; donc, vous lirez quelques mots où il s'agit de lui. J'espère que vous en profiterez!

C'est un grand plaisir de vous accueillir ici à la Nouvelle-Orléans, ville capitale de l'héritage francophone aux États-Unis. Depuis le 17^e siècle, 1691, pour être plus exact, les Français habitent cette ville et ce pays. Fondée officiellement en 1718, la Nouvelle-Orléans est vite devenue une ville à multiples visages, Français, Canadiens, Acadiens, créoles venus

de Saint-Domingue et plus tard de Cuba, sans mentionner les Américains. Même sous la dominance espagnole, et à partir de 1803, américaine, l'influence française restait très forte. Vous ne savez peut-être pas que la cloche suspendue dans le clocher de la Cathédrale Saint-Louis et qui sonne toujours fut fondue en France en 1819 et porte l'inscription en français: «Braves Louisianais, cette cloche dont le nom est Victoire a été fondue en mémoire de la glorieuse journée du 8 Janvier 1815». Elle commémore la victoire d'Andrew Jackson sur les Anglais à la Bataille



Quoique la tendance contemporaine vise au côté pratique, je ne peux pas abandonner le rôle du français dans la culture du monde. Il porte le visage de Roland, de Tristan et Iseult, de Pantagruel, de Sganarelle, de Phèdre, de la Princesse de Clèves, de Candide, de Jean Valjean, de Maria Chapdelaine, de Meursault et du Petit Prince. Est-ce qu'on peut se croire cultivé sans reconnaître ces personnages? Plusieurs noms qui figurent sur cette liste prennent leur place à côté de Faust, de David Copperfield, de Huck Finn. Nous devons cultiver les générations à venir dans l'appréciation de la littérature, une des manifestations les plus fondamentales de l'humanisme.

Le français porte le visage des grands héros de l'histoire: Charlemagne, Sainte Geneviève, Aliénor d'Aquitaine, Philippe-

La langue n'est pas simplement un moyen de communication, mais aussi une façon de voir les choses, une vision du monde.

Auguste, Louis IX, Jeanne d'Arc, Louis XIV, Toussaint Louverture, Jacques Cartier, Napoléon, Charles De Gaulle, Léopold Sédar Senghor. Il porte le visage des bâtisseurs de cathédrales, des architectes de Versailles, des peintres impressionnistes. La ville de Paris est la plus grande destination touristique du monde. Quand les générations de l'avenir la visiteront, elles devront reconnaître les monuments et les oeuvres artistiques dus à ces génies. Le Canada, notre voisin au Nord, nous accueillera; nos enfants doivent se rappeler l'héritage et l'avenir français de ce pays. L'Afrique est en train d'avancer sur la route du développement économique; les futures générations doivent reconnaître ceux qui l'ont lancée sur le chemin de l'indépendance.

Le français porte le visage de la science et de la technologie: Descartes, Pascal, Pasteur, Marie Curie, Jacques Cousteau. Il porte le visage de l'aérospatiale, du satellite SPOT 5, du TGV, des Médecins sans frontières. Effectivement, c'est dans ce domaine que la France et

les États-Unis partagent les échanges actuels les plus importants. Je cite l'Ambassade de France aux États-Unis: «Les exportations françaises vers les États-Unis se sont élevées en 2012 à 26,5 milliards d'euros (+13% par rapport à 2011), tirées par certains secteurs industriels. Par branches d'activité, comme les années précédentes, les matériels de transports, les équipements mécaniques, le matériel électrique, l'électronique, l'informatique et les produits chimiques et pharmaceutiques composent l'essentiel des exportations françaises vers les États-Unis (65%)» [<http://fr.ambafrance-us.org/spip.php?rubrique257>]. Une raison de plus pour apprendre le français!

Le français porte le visage des marchands, des hommes d'affaires, des banquiers: Jacques Coeur, Necker, Colbert, les trappeurs et les marchands de fourrure au Nouveau Monde, les Rothschild. Il prend le visage des nombreuses corporations et leurs filiales: françaises, canadiennes, belges, suisses, américaines qui ont établi des partenariats. Les États-Unis sont la première destination des investissements français directs à l'étranger, après l'Union européenne, et les États-Unis se placent au quatrième rang des investisseurs étrangers en France. Plus de 4.600 corporations basées en France se sont installées aux États-Unis, ainsi fournissant plus de 650.000 postes

américains (ibid.) Le Canada, notre voisin bilingue au nord, se met en première place pour plusieurs régions des États-Unis. Il faut connaître ce visage-ci!

Le français porte le visage des Haïtiens victimes du séisme récent auxquels nous avons offert l'assistance fraternelle. Il prend le visage des diplomates aux Nations Unies, des politiciens à l'Élysée, des Canadiens dans le hockey, des sportifs aux Jeux olympiques. Il se manifeste dans les enfants américains et immigrés dans les écoles d'immersion à New York, en Louisiane, à Philadelphie, dans les 200 millions de personnes qui parlent français comme langue première, seconde ou officielle, et dans les milliers d'autres qui le parlent grâce à notre enseignement et notre encouragement. Et pour vos élèves, chers professeurs, c'est votre visage qu'il porte.

Finalement, le français porte le visage de la musique, celui des trouvères et troubadours, des moines à Vézelay, Cluny, Conques; il porte de visage de Lulli,

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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.

Rameau, Bizet, Berlioz, Debussy, Poulenc, du jazz nouvelle-orléanais, du tam-tam sénégalais, de Céline Dion, et celui de notre invité Zachary Richard. C'est lui qui a effectivement souligné le rôle du français contemporain avec ses chansons, sa poésie et sa musique. Il nous a fait apparaître un nouveau visage du français, celui de la culture francophone d'Amérique du Nord.

Pour terminer, revenons à l'humanisme. J'aimerais citer ici M. Richard, non seulement pour sa musique, mais pour ses paroles. Elles mettent en relief l'importance de toute langue, mais surtout le rôle du français: «La langue n'est pas simplement un moyen de communication, mais aussi une façon de voir les choses, une vision du monde. C'est pour cela je crois que c'est si important que la Francophonie embrasse à bras le corps l'idéal de Léopold Senghor et devienne 'Cet Humanisme intégral qui se tisse autour de la terre.' Ce grand poète imaginait un idéal de francophonie universelle respectueuse des identités».

Travaillons donc à atteindre ce but!



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

NEW CONVENTION PROGRAM COMMITTEE SEEKS VOLUNTEERS

At the AATF Convention in New Orleans, the Executive Council decided that a Program Committee should be formed to help plan future AATF conferences.

Have you been involved in developing a conference program on the state or regional level? Do you have creative ideas on how to enhance our AATF convention program? We don't mean redesigning the cover or graphics of the printed program. We mean looking at things like more interactive sessions, perhaps off site, which will take advantage of local cultural resources or more plenary sessions with panels which target specific levels of instruction or redesigning the schedule. The AATF needs you! We are interested in your ideas. Once the committee is formed, it will meet virtually in the fall. To join this new committee, please e-mail Mary Helen Kashuba, SSJ, Chair [kashubam@chc.edu] and Joyce Beckwith [MmeJoyB@aol.com] and include a brief statement on your past experience with conference programs.

2014 AATF SUMMER SCHOLARSHIP WINNERS

GOVERNEMENT DU QUÉBEC: Laura Cassard (Maryland), Jennifer Garcia (Chicago/Northern Illinois), Lucas Hoffman (Ohio), Elizabeth Jett (MD), Sandra Valnes Quammen (North Carolina), Marvin Vann (North Texas), Jessica Wasserman (Westchester)

FRANCE: Karen Feeley (Chicago/Northern Illinois), Erin Gibbons (Chicago/Northern Illinois), Lara Miller (Central Pennsylvania), Sarah Weeks Moran (Virginia), Kathryn Wolfkiel (Chicago/Northern Illinois)

WALTER JENSEN STUDENT SCHOLARSHIP: Kaleigh Doan, nominated by Susan Shoup (Michigan)

COMMUNAUTÉ FRANÇAISE DE BELGIQUE: Valeria Jackson (Detroit), Virginia Gilmore (Suffolk)

MARK YOUR CALENDAR!

JOIN US IN SAGUENAY IN 2015!

Attend the 88th annual AATF convention as we meet in Saguenay, Quebec. Join more than 500 colleagues from across the U.S. as we celebrate the French language and all its cultures.

BOURSES D'ÉTÉ POUR 2015

L'ASFAP (*American Society of French Academic Palms*) décerne deux bourses d'été par an à des étudiants qui apprennent le français aux niveaux secondaire et supérieur. Les bourses pour 2015, que notre société subventionne grâce à la générosité des membres, montent à \$4000 chacune. Les critères et les formulaires de demande se trouvent actuellement sur le site Web d'ASFAP: [www.frenchacademicpalms.org]. La date limite pour la remise des dossiers est le **20 janvier 2015**. Pour tout renseignement supplémentaire, veuillez vous adresser à John C. O'Neal [joneal@hamilton.edu].

2014 AATF ELECTIONS

This fall we will be holding elections for Vice-President, President-Elect, and for Regional Representative in Regions I (New England), VI (West Central), and VIII (Southwest). This year voting will be on-line. Instructions on how to vote will be enclosed with your 2015 Dues Renewal Notice (mailed in September). Those who cannot vote on-line may request a paper ballot by sending an e-mail to [ballots@frenchteachers.org] or calling (815) 310-0490.

2014 OUTSTANDING CHAPTER AWARD WINNERS

Large Chapters

1st place: Southern California

2nd place: Wisconsin

Honorable Mention: North Texas

Small Chapters

1st place: El Paso, TX

2nd place: South Texas

Honorable Mention: Central Texas

2015 AATF ANNUAL CONVENTION SAGUENAY, QUEBEC, JULY 8-11

2014 NATIONAL FRENCH CONTEST ADMINISTRATORS OF THE YEAR



Outstanding National French Contest Administrator - Small Chapter

Jennifer Corbin (upper photo) has been the National French Contest Administrator for the state of Arkansas since 2007. As NFC Administrator, she serves as an officer and as a member of the board of the Arkansas AATF Chapter. She takes care of all aspects of the contest with the help of her fellow officers and other local AATF members. The best thing about being NFC Administrator has been getting to know nearly all the French teachers in her state.

She earned a B.A. in French from the University of Arkansas at Little Rock in 1998. After a few semesters of graduate studies, she entered the classroom. Her first job was with the Little Rock School District, but she has been at Pulaski Academy, an independent private school in Little Rock for the last 12 years. She taught all levels for many years but currently teaches levels I, III, IV and V. She has served as a reader for the AP French Exam. She also was selected to receive the "AFLTA Educator of Excellence Award" in 2008.



Outstanding National French Contest Administrator - Large Chapter

Carolyn Fisk (bottom photo) has taught at Lake Country Montessori School in Minneapolis for the last 35 years. She currently teaches mixed-age French classes of 4th–6th graders and 7th–8th graders. Carolyn was certified K–12 with a B.S. in French Education from the University of Minnesota after having earned a B.A. summa cum laude in French Literature. She has been a member of the AATF since 1983 and became Minnesota's *Grand Concours* Administrator in 2009. Every year the Minnesota AATF Chapter hosts an awards breakfast at the University of Minnesota for students who achieve 80% or higher on the *Grand Concours*. It has become a popular event. The Minnesota AATF Chapter awards a \$1000 travel/study grant (along with many other prizes) through a lottery to a student in Levels 3–5 who has achieved 80% or better on the test. The University of Minnesota also hosts the annual *À Vous La Parole* competition which attracts over 1000 Minnesota students who perform poems, songs, plays, and extemporaneous readings in front of judges. Some of these students always perform at the awards breakfast for the Minnesota *Grand Concours*. Carolyn's wish is that all students are inspired to learn a new language and learn about cultures different from their own.

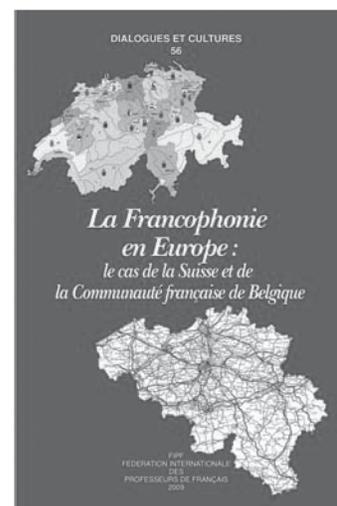
Note: The symbol  after a member's name in this publication means that that individual is a National Board Certified teacher. Visit [www.nbpts.org] for more information.

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

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

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

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



MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,
Bonne rentrée à tous!

Changement d'adresse

Cet automne l'AATF verra plusieurs changements importants qui vous concernent. Tout d'abord, le bureau national va quitter le campus universitaire et donc changer d'adresse. Nous ne savons pas encore notre adresse permanente, donc prenez soin de vérifier l'adresse actuelle sur le site Web à [www.frenchteachers.org]. Pour le moment, nous avons une boîte postale, et l'adresse est **AATF, P.O. Box 2617, Carbondale, IL 62902-2617**. Le nouveau numéro de téléphone est le **815-310-0490** et de fax est le **815-310-5754**.

En fait, tout en étant une association professionnelle à but non lucratif, l'AATF est un petit commerce et devrait avoir une certaine flexibilité afin de pouvoir répondre rapidement et facilement aux besoins des membres et aux changements administratifs. La structure d'une grande université est devenue de plus en plus rigide et gêne le fonctionnement efficace de notre association. J'espère que ce déménagement nous permettra de répondre à vos attentes d'une façon plus efficace.

Élections

Comme tous les ans, nous avons des élections pour vice-président et trois délégués régionaux. Tous les trois ans, il y a également une élection pour le poste de président-élu. Lors du congrès de la Nouvelle-Orléans, le Conseil d'administration, ratifié par l'Assemblée des délégués, a décidé d'instaurer des élections par voix électronique. Pour pouvoir voter, il faudra disposer d'une adresse électronique. Tous les membres recevront un mél avec les instructions. Il y aura des instructions incluses dans chaque rappel de cotisation. Si vous désirez, vous pouvez demander un bulletin papier en écrivant à [ballots@frenchteachers.org].

Congrès

Le congrès de la Nouvelle-Orléans a été un grand succès. Nous avons été honoré par la présence du chanteur et auteur cadien Zachary Richard. Depuis 2004 lorsqu'il a donné un grand concert pour l'ouverture du congrès mondial que nous avons organisé à Atlanta, il est ami de l'AATF. Maintenant il en est membre honoraire. Sa présentation lors de la séance d'ouverture, ainsi que celle de Denis Desgagné, Directeur du Centre

de la francophonie des Amériques, ont bien souligné la présence d'une langue française et de cultures francophones bien de chez nous.

Pendant le congrès, beaucoup de participants se sont procurés le livre que Zachary a écrit intitulé *Histoire des Acadiennes et des Acadiens de la Louisiane*, destiné aux élèves louisianais en immersion française. La version anglaise, *The History of the Acadians of Louisiana*, est disponible aussi à [www.ulpress.org/catalog.php?item=132]. Ils devraient faire partie du programme dans toutes les écoles américaines où l'on ignore notre héritage francophone. Vous trouverez à la page 17 des suggestions pour comment utiliser ces deux volumes dans une célébration de la Semaine du Français, sinon tout le long de l'année scolaire.

Nous pensons déjà à l'été prochain et à notre congrès dans la ville de Saguenay, Québec. La région du Saguenay-Lac-Saint-Jean est une région presque entièrement francophone. Vous n'entendez pas d'anglais dans les rues. Vous pouvez magasiner et faire le touriste complètement en français. Vous trouverez à la page 35 des renseignements préliminaires sur la ville et la région afin d'aiguiser votre appétit.

Renouvellement des cotisations et recrutement

Dès le début du mois de septembre, nous allons envoyer à tous les membres un appel de cotisation pour 2015. Nous vous demandons de régler votre cotisation le plus tôt possible car il faut plusieurs semaines pour rentrer les données pour 9000 membres. Le faire avant le 1er janvier nous économise également des frais de poste importants.

Nous dépendons de vous pour recruter de nouveaux professeurs à l'AATF. Il est important d'adhérer à votre association professionnelle. En tant que membre, vous recevrez nos publications; vos élèves pourront participer à tarif réduit au Grand Concours [www.frenchteachers.org/nfc]; vous pourrez former un chapitre de la Société Honoraire de Français (et sous peu au niveau collège—voir page 44); vos élèves pourront participer aux divers concours organisés par l'AATF et nos chapitres du primaire jusqu'au niveau universitaire (voir page 21); vous pourrez assister et même présenter au congrès annuel (voir page 27); vous pourrez profiter des documents et services pour la défense et la promotion du français pour renforcer et sauvegarder votre

programme (voir pages 20, 40); vous pourrez même faire reconnaître votre programme par l'AATF (voir page 31); vous ou vos élèves/étudiants pourront postuler pour des prix ou des bourses offerts par l'AATF (voir pages 18, 39).

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

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

La Semaine du Français

N'oubliez pas la Semaine du Français (du 5 au 11 novembre) où l'on vous demande de sortir le français de la salle de classe. Vous trouverez énormément d'idées sur le site de l'AATF [www.frenchteachers.org/nfw]. Faites participer vos étudiants aux concours pour la Semaine du Français (page 21). Imaginez des projets conjugués avec des professeurs d'autres matières ou d'autres langues. Et chaque fois que possible, invitez parents, administrateurs, conseillers et membres de la commission scolaire à observer et surtout à participer.

Jayne Abrate
Secrétaire générale
[abrate@frenchteachers.org]

MESSAGE FROM THE EXECUTIVE DIRECTOR OF JNCL-NCLIS

The past month has seen a great deal of activity in the Language Enterprise, as we move forward from our successful Legislative Day to aggressively advocate for languages in DC and in the larger national conversation. Your Congressional visits pay off! The StarTalk Chinese program in Springfield, MA, hosted Representative Richard Neal (D-MA-1) last week, which is a testament to the advocacy and outreach work of MaFLA and of the Springfield Public Schools.

The continued engagement with our elected representatives is vitally important—they need to know that our programs exist, that they confer significant benefits at the individual level, and that they are integral to the larger language capacity in the U.S. Given the funding constraints in the current Congress and the haphazard management of language programs across the Federal government, this kind of action—highlighting our local programs to national leaders—is vital. Join me in commending Nicole Sherf and the other advocacy leaders in MaFLA and Ann Ferriter of Springfield Public Schools for their fine work! The work of JNCL-NCLIS has two strategic goals: first, we look to secure support for languages among our national leaders

Wood, Chief Judge of the U.S. Court of Appeals for the Seventh Circuit; Dr. Pauline Yu, President of the American Council of Learned Societies (all three being fellows of AAAS and members of the Commission on the Humanities and Social Sciences of the AAAS), as well as several JNCL-NCLIS leaders: President-Elect Marty Abbott, representing ACTFL; Past-President, Dr. Dan Davidson, representing American Councils for International Education; Dr. Richard Brecht, representing the University of Maryland and the Languages for All initiative; JNCL-NCLIS Board member Rita Oleksak, representing NNELL, and myself. A summary of the two-hour roundtable is available at *The Guardian*. You will see from the coverage in the *Guardian* that the U.S. and the UK share a number of challenges in language policy and that each is ahead of the other in some areas, behind elsewhere. More importantly, the two-day joint conference allows JNCL-NCLIS to play a central role in shaping the public debate across the Atlantic and in the U.S. on language policy. We will have news in the near future concerning the action items that resulted from this historic event.

Following the two days in London, Dr.

engage with the broader membership; I presented to the executive councils of the AATSP and AATF and assisted in workshops and panels at both meetings. These events are always enjoyable, as I get to meet the members of our member organizations, and learn more about the "ground truth" of language in the U.S.

As to legislation, the prospects for the House of Representatives and the Senate passing the thirteen appropriations bills before the end of the fiscal year, have dimmed. Nevertheless, we have had two small victories, with the Senate Appropriations Committee agreeing to the \$2 million increase for Title VI/Fulbright-Hays in the U.S. Department of Education, as proposed in the President's Budget for FY15, and with the seemingly slight modification of a "should" to "shall" in the appropriations language for Title VIII in the budget of the State Department. Neither of these is a final victory, but they are positive steps towards securing funding for these vital programs.

Turning to industry, it is with some sadness that we bid fond farewell to Hans Fenstermacher, as he steps down from the position of Chief Executive Officer of the Globalization and Localization Association. Many of you have met

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in the executive and legislative branches of the Federal government; second, we work with our many partners to raise the profile of language as an indispensable component of 21st Century citizenship, with consequences for our society and for individual citizens in all areas of the national interest: global security, economic growth, and social justice.

Last month, JNCL-NCLIS was part of the U.S. Delegation to the first Joint Conference of the American Academy of Arts and Sciences (AAAS) and the British Academy. JNCL-NCLIS has been working with AAAS as part of the Languages for All initiative, and the British Academy participated in last September's summit on Languages for All.

The meeting in London covered two days, with an invitation-only roundtable, hosted by Professor Will Hutton, Principal of Hertford College, Oxford University, and former Director of *The Guardian* newspaper. The American delegation at this roundtable consisted of Dr. Hunter Rawlings III, President of the American Association of Universities; Judge Diane

Brecht and I headed to Berlin, to participate as members in the U.S. delegation to the International Standards Organization Technical Committee 37, on Language Resources. ISO TC37 is responsible for international standards in translation, interpreting, and language technology, and plays a vital role in, among other things, sorting out languages on the Internet. Each and every Web page and every device has embedded in it language codes, maintained by TC37. The delegation is led by Dr. Sue Ellen Wright, of the Institute for Applied Linguistics at Kent State University (a JNCL-NCLIS member), and we had participation from Microsoft, the Department of Defense, the FBI, MITRE, JNCL-NCLIS, CASL (another JNCL-NCLIS member), ATA, BYU, (again, JNCL-NCLIS members), and other leading researchers and leaders in language. These ISO meetings are a critical part of the international growth of the language industry, and our participation helps ensure that the U.S. delegation is broadly representative of the language enterprise.

The staff at JNCL-NCLIS continues to

Hans over the past two years, as we have deepened our relationship with GALA and begun meaningfully interacting with and representing the language industry in DC. We will continue to work with GALA and Hans, and as a GALA member, JNCL-NCLIS will continue to participate actively in the Global Talent Program and in the joint work of GALA and JNCL-NCLIS in commenting on the localization of the Affordable Care Act.

With regard to the Global Talent Program, we are working with BYU and GALA to support Professor Phil Gardner, of Michigan State University, who runs an annual survey of more than 6,000 U.S. employers. This year, we hope to have a module of questions on the value of global talent—languages, overseas experience, cultural skills—to the American labor market. Lastly, please continue to send us your ideas, your issues, and news (good and bad) about language in your part of the world.

Bill Rivers
Executive Director, JNCL-NCLIS
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Vol. 40, No. 1 (September 2014)

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2015 ADMINISTRATOR OF THE YEAR AWARD

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

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

Applications should be received at AATF National Headquarters no later than **December 1, 2014**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2015) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials electronically in .pdf format to [abrate@frenchteachers.org].

AATF 2014 NATIONAL COMMISSIONS

Commission on Advocacy

Search for new Chair
Contact President

Commission on Cinema

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Dolliann Hurtig, Co-Chair [2016]
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Commission on Cultural Competence

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Commission for the Promotion of French

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Commission on Middle Schools

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Commission on Student Standards

Rebecca Fox, Chair [2015]

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Commission on Professional Teacher Standards

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Commission on Technology

Catherine Ousselin, Co-Chair [2016]
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**CELEBRATE
NATIONAL FRENCH
WEEK
NOVEMBER 5-11, 2014**



OUTSTANDING SENIOR IN FRENCH AWARD

Recognize outstanding students!

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

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



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

For more information and complete eligibility requirements:
[www.frenchteachers.org/hq/outstandingsenior.htm] or [office@frenchteachers.org]
(Basic award: \$25 / Award + medal: \$35)

REGIONAL REPORTS

REGION I: NEW ENGLAND

Results of *le Grand Concours*

Region I was ranked second overall, with 12,323 students enrolled, only 72 students behind the first place finisher, Region V. On the chapter level, Eastern Massachusetts came in second with 5,030 students. Connecticut came in ninth with 3,130 students. Thank you to Contest Administrators Janet Wohlers (Eastern Massachusetts) and Adina Alexandru (CT) who continue to keep up enrollment figures. New Hampshire came in 19th with 1,475 students. Kudos to Leslie Anton in her second year as Contest Administrator. The same three chapters ranked in the top ten for FLES with New Hampshire coming in sixth place, Connecticut in seventh and Eastern Massachusetts in tenth. We are also fortunate to have found new Administrators in Western Massachusetts/Vermont, Kathleen Epaul and Nancy Duffy, and in Maine, Margot Stiasni. These results are encouraging and hopefully we will be able to keep up the momentum.

EASTERN MASSACHUSETTS

The Chapter continues to cosponsor several professional development events throughout the year with the Massachusetts Foreign Language Association (MaFLA), the state association, most importantly the French Strand at the Annual MaFLA Fall Conference which takes place at the end of October. Once again, the Chapter invited Amale Bourhim who arrived from Paris to present a six-hour pre-conference workshop on "*Cherchez la femme: Famous French Women Throughout History*," and two featured three-hour workshops, one on "New Trends in French Cuisine" and the other entitled "Art à la Carte." Both the Eastern Massachusetts and the Western Massachusetts/Vermont Chapters also held their annual meeting at the MaFLA Conference. Singer and composer, Éric Vincent, on tour from Paris to perform concerts for National French Week in schools throughout New England, was the guest of honor at the meeting. He reminisced about the late Georges Moustaki, his friend and collaborator,

niveaux," Cynthia Teixeira (Coventry High School, RI) on "Le Maghreb," Rebecca Stanton (Groton Academy) on "Le Multiculturalisme," Kristen Russett (Marblehead Middle School) on "Les Sports dans la salle de classe," and Steven Galante, an official tour guide in Boston, on "À la découverte du Boston français." At this year's MaFLA fall conference, the Chapter will again sponsor the French strand and bring back Amale Bourhim who will present a six-hour workshop on French cinema and a three-hour workshop on French Fashion. The Eastern Massachusetts Chapter will join with the Western Massachusetts/Vermont Chapter for their annual meeting. This year's guest speaker will be Catherine Ousselin who will also be giving two workshops on technology.

RHODE ISLAND

President Michael Hebert continues to do an incredible job giving the chapter visibility with its quarterly newsletter, *Le Bulletin*, and coordinating with all the Francophone organizations in Rhode

These results are encouraging and hopefully we will be able to keep up the momentum.

CONNECTICUT

Congratulations to Jon Shee who has replaced Viviane Grébert as Chapter President. Jon teaches at St. Luke's School and is a frequent presenter at AATF, regional, and national conferences. Amber Berry, a colleague of Jon's at St. Luke's, will take over as Contest Administrator. This chapter is to be commended for the many diverse activities it organizes for its members. The Chapter held a "Tip Shop" followed by a wine reception. In March, the Chapter hosted a workshop on using TV5 in the classroom which was presented by Édouard Smith, Pomperaug High School. The workshop was followed by a dinner where Karin Patroquin, an architect from Quebec, spoke about her projects. A "Meet & Greet Luncheon" followed by a Francophone trivia contest took place on May. In September, a gathering for *la Rentrée* is planned and in October a trip to New York City to participate in events sponsored by the *Alliance française*. In November, members can look forward to a dinner at a French restaurant and a Francophone concert for students.

ator, and even sang two songs in Greek as a tribute to him. Mr. Vincent invited our members to visit him on his houseboat, docked in the Seine, should they be in Paris with student groups. In September, a series of lectures and receptions called *Le Café français*, sponsored by the French Cultural Service in Boston, began with a "Meet and Greet" at the Cambridge residence of the French Consul, Fabien Fieschi. Also present were the Education and Linguistic *Attachée*, Magali Boutiot and the new Cultural *Attachée*, Emmanuelle Marchand. In May, the chapter cosponsored with MaFLA "La Journée de la diversité" at Lasell College. Presenters were Véronique Lahey (Arlington High School) on "Découverte du Midi," Lauren Taylor-Fernandez (Framingham State University) on "L'Occupation et la Résistance à travers des films," and Louissa Abdelghany (Providence College) on "Montréal francophone: une culture plurielle." In August, the chapter cosponsored, again with MaFLA, a French Immersion weekend. Presenters were Josué Cabral (Brookwood School) on "Jeux et activités dans la salle de classe," Adina Alexandru (Bay Path College) on "Unités thématiques pour tous les

Island to offer exciting programs for National French Week and *la Semaine de la Francophonie*. For National French Week, the chapter organized a concert at East Greenwich High School. Over 500 students attended to hear the singer Michele Choinière and her "Musique franco-américaine." *La Journée internationale de la Francophonie* was celebrated March 20 at the Rhode Island State House with President Hebert in attendance along with many other dignitaries and representatives from the Francophone community and the French and Canadian Consuls. Students from Cynthia Teixeira's French class at Coventry High School recited a poem and sang "Quand les hommes vivront d'amour" by Félix Leclerc. A reception followed at the Blackstone Valley Visitors Center in Pawtucket. Two days later *Francofête* was celebrated at the Providence Art Club. The Award Ceremony for the *Grand Concours* took place at East Greenwich High School and included over 425 students, teachers, and family members. Three other Francophone associations, the *Alliance française de Providence*, *le Foyer de Pawtucket*, and the *Club Richelieu de Woonsocket* also gave out their awards

and scholarships that night, highlighting the solidarity of the Francophone community in Rhode Island. The French Cultural Service also presented winners with prizes. The Spring Chapter Dinner with the Rhode Island Foreign Language Association (RIFLA) took place at the University of Rhode Island. Members attended a *Cabaret de Paris*, performed by the Providence French Chorus. In July, the Chapter collaborated with the French Consulate and the University of Rhode Island to host an Immersion Summer Institute, with over 40 teachers from around New England attending. Teachers will receive 30 hours of Continuing Education Credits and two graduate credits for an additional fee. Thank you to Cathy Pastore, Contest Administrator and congratulations to Chapter Treasurer, Margarita Dempsey who was named "NECTFL 2013 Teacher of the Year."

WESTERN MASSACHUSETTS/VERMONT

The fusion of these two chapters into one which began three years ago is working very well. They held their annual meeting at Stoneleigh-Burnham School. Thirty-five members attended. The meeting began with a breakfast during which President Johanna Gardner, who teaches at the Grammar School (VT), welcomed attendees. Magali Boutiot, Educational *Attachée* from the French Cultural Service gave a short presentation on the resources which they offer and upcoming professional development events. After this session, Joyce Beckwith, Regional Representative, gave a presentation on "Promoting French Through Films" which highlighted the new volume on cinema recently published by the AATF which she co-edited. Following a "Swap Shop" where members exchanged pedagogical materials, a video of students reciting *comptines* in the French class of Miriam Przbyla-Baum, Stoneleigh-Burnheim School, was shown. Keith Murphy and Becky Tracy from Brattleboro, VT performed traditional music and dances from Quebec. A luncheon followed. The Western Massachusetts/Vermont Chapter will join the Eastern Massachusetts Chapter at the MaFLA Fall Conference in October to hold their annual meeting.

MAINE

At the annual Foreign Language Association of Maine (FLAME) Conference Chapter President Irène Marchenay, North Yarmouth Academy, joined Régine Whittlesey, Merriconeag Waldorf School, to give two sessions on "L'Autre Maine," the history and geography of this region in France and "Les Marais salants." After

these presentations, Contest Administrator Margot Stiasni related her experiences as a Fellow in the AATF Future Leaders Fellowship Program in Providence last year. Following a luncheon, members attended a writing workshop and then a sing-a-long of French folk songs appropriate for classroom use.

NEW HAMPSHIRE

The annual meeting of the Chapter took place at the New Hampshire Association of World Language Teachers Conference. Speakers at the meeting included Laurence Gagnon from the *Délégation du Québec* and Emmanuelle Marchand, Cultural *Attachée* from the Consulate of France. In March, the Chapter hosted a reception and workshop for teachers at the *Centre franco-américain* in Manchester. The workshop was presented by *Québécois* hip-hop artist, Webster, who led teachers through the art of writing and rhyming a rap song and how to incorporate this activity into the classroom. After the workshop, Webster held a mini-concert which was open to all members of the Centre.

As my six-year term ends in December, I am honored to have served Region I as your AATF Representative and will continue to work for the AATF to promote French throughout New England and across the U.S. *Un grand merci* to all our members for your support and encouragement. *Bonne Continuation et à la prochaine!*

Respectfully submitted,
Joyce Beckwith
Region I Representative
[MmeJoyB@aol.com]

DICTÉE AU CONGRÈS DE L'AATF À LA NOUVELLE-ORLÉANS

Il semble que les congressistes aient pris goût à la dictée, car la salle était pleine. Mais comme je l'ai fait remarquer: tous les participants sont des gagnants pour avoir le courage de se mettre au défi de l'orthographe française; il y en a simplement qui le sont un peu plus. Voir la liste ci-dessous.

Le texte a été choisi par Catherine Daniélou, Déléguée régionale de l'AATF pour le Sud-est et professeur à l'Université d'Alabama à Birmingham. Bravo à toutes et à tous qui sont venus s'amuser avec la langue française et bravo à tous ceux qui ont promis de s'entraîner pour l'année prochaine.

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

1. Dominique Benson
2. Ann Williams
3. Véronique Berthet
4. Sylvia Simard-Newman
5. Christine Merchant
6. Jeanne Classé
7. Philippe Radelet
8. Renée Cailloux
9. Gregg Siewert
10. Sandra Simmons

Félicitations à tous les gagnants et un grand merci à Catherine Daniélou pour l'avoir organisée!

NEW! CALENDRIER FRANCOPHONE

The AATF has produced a Francophone calendar thanks to images contributed by our members and featuring Quebec in honor of our 2015 convention. This 16-month calendar shows the American and French legal holidays as well as all the national holidays of the Francophone world.



_____ Calendars x \$20 each

_____ Total enclosed

Name: _____

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

2014 Administrator of the Year **Cathrine Gannon** has been a public school administrator for fifteen years. Prior to being an administrator she taught in the public schools. She has always been a supporter of second language acquisition for all students. She herself is bilingual and can hold conversations in a few languages.

She believes that exposing students to language and culture is essential for a well-rounded education. She was very honored to receive the award and thrilled that a student from Sutherland Elementary School (IL) will be able to attend the Concordia Language Villages program. She believes the IB MYP programme at Sutherland is enhanced by Mr. Alan Wax and his French immersion techniques and instruction. She is always happy to support excellent teachers in order that they may in turn support the students. It is in fact the nature of our work to provide students with as many life enriching activities as possible. She hopes that more students will attend the Concordia program and benefit from the immersion experience in French language.

Ms. Gannon was nominated by AATF member Alan Wax. As part of this award, a student from Sutherland Elementary School, **Rebecca Reid**, was chosen to attend a two-week program at Concordia Language Villages.

Rebecca writes: I was born and live in Chicago. I have four older brothers. They all know French. Because of this I have learned to love the language of France and the French culture. Along with being challenged and learning immensely from my French teacher, M. Wax, my brother, Winston is always challenging me when he is constantly speaking French to me, forcing me to try to understand what he is saying. In addition to speaking French, I love to do other things as well that include playing the Harp, dancing, playing basketball and volleyball, and spending time with my friends and family. When I found out that I got accepted into the Concordia Language Village Camp for a scholarship in Minnesota, I was overwhelmed with joy! I am very honored to have this opportunity. I am ecstatic to make new friends, enjoy eating French

foods, speaking and learning French all day, and enjoying the French culture! One of my goals is to become as close to fluent as I can and I believe this experience will help me greatly! I can't be more thankful for this opportunity!



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].

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.

VISIT THE JNCL WEB SITE
www.languagepolicy.org

2014 AATF FUTURE LEADERS FELLOWSHIP PROGRAM

The fourth year of AATF's Future Leaders Fellowship Program took place in New Orleans, Louisiana two days prior to the annual convention held there. The group consisted of nine participants from across the country who worked together to develop their leadership skills and learn more about the national organization's mission, goals, and activities. This training was provided in order to enhance their skills as chapter leaders and hopefully to pique their interest in working on the national level.

AATF Past-President Ann Sunderland, along with the late Barbara Ransford, AATF Vice-President, had the idea for this program because they saw the need for building and increasing leadership capacity at the chapter level. This vision has become a carefully articulated series of sessions that bring leaders together each year before the start of the annual convention.

This year, the nine Future Leaders Fellows represented eight different states: Tamara Andrews (Iowa Chapter), Candace Black (Rochester New York Chapter), Béckie Bray (Eastern Massachusetts Chapter), Catherine Mazzola (Virginia Chapter), Holly Richerd (San Diego Chapter), Michèle Roberts (Western New York Chapter), SuAnn Schroeder (Wisconsin Chapter), Shannon Swann (Indiana Chapter), and Linda Twedt (Western Pennsylvania Chapter). Janel Lafond-Paquin (Eastern Massachusetts Chapter) led the program.

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

Through presentations and discussions, this year's Future Leaders Fellows learned about their own chapters through exploration of their chapter constitution. They also had the opportunity to explore the revised AATF Web site

[www.frenchteachers.org] through an activity that they completed prior to their arrival in New Orleans. Presentations by various people who work on the national level gave participants a wealth of information on the workings of the national organization. Jayne Abrate, Executive Director, spoke of the relationship between AATF and the various national, regional, and state organizations and

Future Leader's particular strengths and outreach technique, and many will include a social event of some kind.

With regard to this year's program, everyone expressed that their own participation will help them enormously as they go back to their chapters and use what they have learned to make a difference with their own membership. They highlighted the quality of the presenters as well as the collegiality that united them as a group. They were amazed by all the ways that national supports chapters and the opportunity to network

with other committed colleagues. In summary, one participant stated that she valued "the relaxed nature and the camaraderie among all of us—we all helped each other a lot."

We encourage all chapters to nominate a participant for the 2015 Future Leaders Fellowship Program which will be held in Saguenay in the Saguenay-Lac-Saint-Jean region of Quebec. Information will appear in the November *National Bulletin* and be sent to all chapter officers, with a December 2014 deadline. If someone has already participated from your chapter, please consider sending another participant in order to strengthen your chapter leadership. If you have never sent anyone, now is the time to select one of your members so that he or she may take part in a program that is sure to reap benefits for your own chapter. We look forward to preparing next year's program with your candidates!

Janel Lafond-Paquin (R)
Director
Future Leaders Program
[madamep51@hotmail.com]



touched on social media that help keep the organization in the technological mainstream. Ann Sunderland, AATF Past-President and founder of the program, reflected on her professional career that led to her election as president of the largest organization of French teachers in the world. Jessica Nelson spoke of the *Société Honoraire de Français* and Lisa Narug talked about her work as director of the National French Contest. Joyce Beckwith, Region I Representative (New England) and Treasurer of the Eastern Massachusetts Chapter, shared her expertise on the role of a regional representative, and Emily Cook highlighted what goes on at National Headquarters on a daily basis.

Beyond their commitment to becoming chapter officers or continuing in such a role, the Future Leaders were required to develop a project that they pledged to carry out at the chapter level in the coming year. Almost every participant chose membership recruitment as her project; this will be accomplished through each

Pictured from L. to R.: Front Row: Catherine Mazzola, Linda Twedt, Michèle Roberts, Béckie Bray; Second Row: Shannon Swann, Candace Black (R), SuAnn Schroeder, Tamara Andrews, Holly Richerd

M MEMBERS' NOTES

AATF Executive Director **Jayne Abrate** was named the recipient of the Founders Award by the Central States Conference on the Teaching of Foreign Languages at their conference in Saint Louis, MO in March 2014. First awarded in 1988, the award recognizes excellence in the promotion of language learning and international studies, leadership in the language teaching profession as exemplified by the founders of the CSC, strong ties with one or more of the seventeen Central States, and professional dedication and enthusiasm.



Membre de l'AATF, **Jeff Loughary**, professeur de français à Central High School à Springfield, MO, a reçu une bourse d'été avec le *National Endowment for the Humanities*. Le sujet du cours était «Memories Divided and Reconciled: World Wars I and II in France Today» et il a eu lieu à Paris et en Normandie entre le 29 juin et le 24 juillet 2014. Félicitations!

Ann Williams, professor of French at Metropolitan State University of Denver and AATF Region IX Representative, was named the 2013 Outstanding Baccalaureate Colleges Professor by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE). She was honored at a luncheon reception at the Ronald Reagan Building in Washington, DC, on November 14, 2013.

Williams joined MSU Denver in 1990 and has since distinguished herself through her excellent teaching, publications, presentations, and service to the profession. Her Advanced Conversation class was selected by the Educational Policy Improvement Center as a College Board Advanced Placement World Languages Best Practices course.

This is the first time that a teacher of French has received this high honor from CASE and only the third time a teacher of Foreign Languages has been so honored.



SAGUENAY, QUEBEC CONVENTION

July 8-11, 2015

FUN WITH A GIANT CROSSWORD

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

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

Jayne Abrate
[abrate@frenchteachers.org]
Jacqueline Thomas



Display at Central College, Pella, IA.



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



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

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

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

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

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

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

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

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

In addition to these categories, members will also be recognized each November in the *National Bulletin* as a Sponsor, Patron, or Sustaining Member. However, we welcome contributions in any amount. Please make a donation to the AATF Fund for the Future when you return your dues invoice this fall. A contribution made in 2014 is deductible on your 2014 income tax return.

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

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

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

To become a sponsor or benefactor, send your contribution to AATF, P.O. Box 2617, Carbondale, IL 62902-2617.

Avec nos plus sincères remerciements!

2014 ISE LANGUAGE MATTERS AWARD

The 2013-2014 school year marked **Dr. Frank G. "Tripp" DiNicola III**'s eighteenth year in the realm of public education. He earned his B.A. in French and Secondary Education at Shippensburg University (PA), Japanese at Middlebury College (VT), an M.A. in Educational Leadership Studies at West Virginia University, and a D.E. in Organizational Leadership Theory from Shenandoah University.

Throughout his career, Dr. DiNicola has served as a middle school and high school teacher of French, Japanese, and Spanish as well as a middle and high school dean/assistant principal. In addition, Dr.

DiNicola has also taught French, Japanese, and modern language pedagogy at Shepherd University (WV), Shenandoah University (VA), George Mason University (VA), and the University of Virginia as a part-time instructor. He is currently the World Languages and Cultures Department Chair at Broad Run High School (VA), where he is also the National Honor Society advisor alongside his duties as sponsor for *la Société Honoraire de Français*. Dr. DiNicola is Loudoun County Public Schools' French Curriculum and Assessment Leader and a National Board Certified Teacher.

An Advanced Placement French Language and Culture reader for the College Board since 2010, Dr. DiNicola has striven to maintain a philosophy that his students must have the highest of expectations when learning French and making the language and Francophone world part of their everyday lives. He has cosponsored an exchange program between Broad Run High School and the *Lycée Gaston Bachelard* in Bar-Sur-Aubes, France. He takes his students to France each summer to watch their skills in French come alive. Dr. DiNicola's prime instructional objective is to watch his students flourish in their language studies



so that they can achieve whatever goals they might pursue with the realization that the ability to be multilingual can only facilitate one's success in the professional world.

This award is supported and funded by Intercultural Student Experiences. This is the tenth year the award has been made.



Tripp DiNicola with his students.

CONTACT YOUR FRENCH GOVERNMENT REPRESENTATIVE

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

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

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

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

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, P.O. Box 2617, Carbondale, IL 62902-2617

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 for more information.

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

CONTACT REPRESENTATIVES OF QUEBEC

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

CALL FOR AATF COMMISSION PROPOSALS

The AATF solicits proposals from members interested in serving, for a term 2015-2017, as a Commission Chair. Following extensive study, numerous changes are being instituted in the structure and function of the Commissions.

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

Commission Chairs must also agree to (1) maintain AATF membership; (2) prepare a report for the *National Bulletin* (at least one per three-year term); (3) make every effort to attend the AATF convention and organize a Commission session or designate a commission member to do so; (4) propose/present at least one commission-related session at another conference; (5) include in commission activities a component to recruit new AATF members; and (6) prepare an annual report to be submitted to the Executive Council prior to the convention. Commissions which are up for renewal for the term 2015-2017, along with their objectives, are:

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

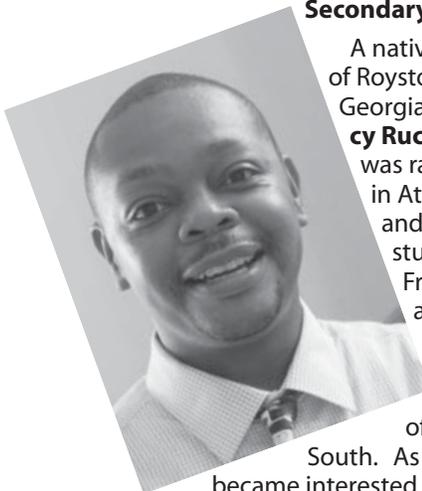
High Schools: to propose products, materials, or services that provide direct benefit to high school teachers of French

FLES*: to propose products, materials, or services that promote elementary-school French programs and support elementary-school French teachers

Teachers Standards: to propose products, materials, or services that promote National Board certification or other types of certification and/or mentor AATF members who are candidates for certification

Proposals should be e-mailed to AATF President Mary Helen Kashuba SSJ [kashubam@chc.edu] by **December 15, 2014**. Contact her also to discuss ideas for projects.

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS



Secondary

A native of Royston, Georgia, **Tracy Rucker**

was raised in Atlanta, and later studied French at The University of the

South. As he became interested in

Francophone studies, Mr. Rucker majored in French; he later completed his graduate studies at Middlebury College (VT) where he participated in theater and specialized in studies of the Francophone world. Mr. Rucker has led student trips to France, and he studied *Québécois* language and culture in Chicoutimi, Quebec. When Mr. Rucker is not teaching, he enjoys grading Advanced Placement French Exams for the College Board.

Most recently, Mr. Rucker organized a ten-day exchange program with the *Lycée Charles de Gaulle* in Dijon, France. In addition to his teaching responsibilities, Mr. Rucker organizes an annual multicultural dinner for his school. In class, Mr. Rucker combines authentic resources and technology to encourage students to become more aware of world cultures, challenges, and daily life. Songs, films, video clips, pictures, and reading passages make up this master teacher's repertoire, and he is eager to share some of his crafted techniques with you.

Post Secondary

Martine Motard-Noar is a Professor of French at McDaniel College (MD). She received her M.A. in Modern French Literature from the *Université de la Sorbonne-Paris IV* and her Ph.D. in French from the University of Nebraska-Lincoln. She has published a monograph on *Les Fictions d'Hélène Cixous* and a variety of chapters and articles on contemporary French fiction, comic books and graphic novels. She teaches undergraduate classes at all levels and on a wide range of topics, such as French comics and graphic novels, French-English translation and interpretation, the history of French cinema, and 19th- and 20th-century French literature.

She has organized a number of yearly

activities on the McDaniel campus for several years: the *Tournées* French Film Festival, *la Journée du français*/French Day when area high school students take the *Grand Concours* and participate in cultural and linguistic activities sponsored by French majors and by faculty, and *la Semaine du Français* with guest speakers and student-organized workshops. She was also instrumental this year in the launch of a short-term campus-wide faculty exchange program between McDaniel College and *Université Saint-Louis—Bruxelles, Belgium*.

The primary goal behind these multiple events and programs has been to meet the needs and interests of the different constituencies in and around a small private liberal arts college of 1,700 undergraduate students. In the end, these initiatives have not simply helped the French program; they have made it an integral part of the campus and its community.

The Ludwig Awards were begun by the late Robert Ludwig, a past AATF Regional Representative, in honor of his wife. The awards continue to be funded by a bequest he made to the AATF. Winners receive a cash award, one year's complimentary membership in the AATF, and a one-year subscription to *Le Français dans le monde*.



**CELEBRATE
NATIONAL FRENCH
WEEK
NOVEMBER 5-11, 2014**

THE HISTORY OF THE ACADIANS OF LOUISIANA

At the recent convention in New Orleans, singer/songwriter/author Zachary Richard presented his book *Histoire des Acadiennes et des Acadiens de la Louisiane* (English version: *History of the Acadians of Louisiana*). This work, written for a target audience of middle school students in French immersion, provides a succinct, vivid portrait of the Acadian people and their sufferings, migrations, and accomplishments.

Since the work is available in French and English, we thought it would be a good project for National French Week to incorporate the history of French-speaking Americans in both French classes and history or social studies classes. Here are just a few suggestions for collaborative activities:

Chapter 1: The History of colonial Acadie to the Deportation of 1755

1. Research the native Americans in your area and compare them to the first inhabitants of Acadie. Use a Venn diagram to record your information. See if it is possible to interview a local native American about their local history.
2. After reading Chapter 1, create a *Survivor* episode and explain what a Native American or an Acadian colonist would have needed to survive.
3. Compare the settlement of Port Royal to Plimoth Plantation or other settlements in the U.S. during the 1600s. Identify the settlements in your geographic area from that time.
4. Acadian ancestors have names such as Boudreau, Melanson, and Poirier. Try to find the names of classmates or ancestors of classmates that are French in origin. Can you identify where they came from?
5. If you were living in the 1700s, which profession would you prefer—blacksmith, barrel maker, carpenter, cabinet builder, folk healer, or mid-wife—and why? Why were they essential professions?
6. Create a timeline interspersing the important dates of Acadian history with those of the American settlers up to 1765.

Chapter 2: Exile: scattered to the wind

1. Continue the timeline interspersing the important dates of Acadian history with those of Americans from 1776-1800.
2. Make a poster of anti-French propaganda that shows the British-American distaste for the Acadians. Can you compare the reasons to current feelings against certain groups?

3. You are an Acadian exile. Write a first-person narrative about your experiences in one of these states: Massachusetts, Maryland, Pennsylvania, South Carolina, or Virginia.
4. During their exile, many Acadians succumbed to disease. What diseases were prevalent at the time, and how could their spread be controlled? Are they still prevalent today? If so, in what areas of the world?
5. France, Haiti, Quebec, *Acadie*—where would you have preferred to be as an Acadian? Give reasons for your choice and how your experience might have been better.
6. Joseph Broussard *dit Beausoleil* is an Acadian hero because he led a group of Acadians to the Promised Land of Louisiana where they were finally well received. Who do you consider a historical hero and why? Compare that person's qualities with those of Beausoleil. Are there any local heroes in your area? Why are they honored?

Chapter 3: The establishment of Acadian society in Louisiana

1. Continue your timeline interspersing the important dates of Acadian history with those of the Americans from 1800-1885.
2. You are an Acadian in Louisiana in 1765 and have the choice of living in the bayou or the prairie. Based on what you have read and what you can find on-line or in the library, where would you prefer to begin your new life and why?
3. Make a 3-D model of a 19th-century Acadian house. Be creative!
4. Alexandre Mouton was elected governor of Louisiana in 1842. Who is your governor, and when was he or she elected? What does a modern governor do?
5. The Acadians wanted to maintain their unique ethnic identity by preserving traditional events. We are all Americans but are descended from immigrants from other parts of the world. Do you have any traditions in your family, and what are they? Interview family members and find out how the traditions originated.
6. Make a PowerPoint on one of the following Acadian topics. You should have at least eight slides plus a title slide and a bibliographical slide. Roll a die to see which topic will be yours! Once you have finished, present it to the class!

- Cattle farming
- Horse racing
- Rice growing
- Shrimp fishing
- Cajun cooking
- Cajun mardi gras

Chapter 4: Contemporary Cajun society in Louisiana

1. Finish your timeline interspersing the important dates of Acadian history with those of the Americans from 1886 to the present.
2. Speaking French was an asset during World War II because soldiers were in Africa, Belgium, or France. Which language(s) do you think is/are important to know in today's global economy and why? Where in the world is it important to know French?
3. Cajun music exemplifies the heart and soul of the Acadians in Louisiana. What does the music you like say about the culture of the American people? Find examples of Cajun music on-line. Get together with a group of classmates to perform or lip-sync to one of the songs.
4. Cléoma Breaux made a place for women in the field of music when it wasn't popular to do so. Search on-line for current female Cajun artists. Which female artist(s) has/have made an impact in today's music? Explain.
5. The primary style of Cajun painting is that of impressionist landscapes. Choose an American landscape painter and compare his/her work with that of the Cajun artist Elemore Morgan Jr. Use a Venn diagram to record your observations.
6. With a partner, create a trifold for "Acadiana" as well as one for your own city, town, or state. Choose images and text that would attract visitors to both areas. See if you can display them in your school library or in the public library in your city or town.

These are just a sampling of activities that can be done in French and English. We invite you to do them at any time during the year, but particularly during National French Week to highlight "le français de chez nous." Information on the books can be found at [<http://www.ulpress.org/catalog.php>].

Janel Lafond-Paquin 
[madamep51@hotmail.com]
Jayne Abrate
[abrate@frenchteachers.org]

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2014, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Saguenay, Quebec in July 2015.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2015**.

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

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

TIME LINE

Because the awards will be presented at the annual convention, the deadline for receiving all documents will be **February 1, 2015**. Decisions will be made by March 1. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

REQUIRED QUALIFICATIONS

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

EVALUATION CRITERIA

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

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

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

Evidence of professional growth and development

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

Evidence of contributions to the profession may include

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

NOMINATION PACKET

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

1. A résumé of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together in one file.
5. Submit the nomination packet electronically in .pdf format (one file with the candidate's name in the file name) to [awards@frenchteachers.org]. The nomination must be received no later than **February 1, 2015**.

ADVOCACY

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

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

THE HAITI CONNECTION

FUNDS DONATED TO HAITI FOR EDUCATION AND HEALTH

In response to a request in the *National Bulletin* in September 2013, French Clubs and French National Honor Societies from 18 schools held fundraisers and raised \$7680 to help pay for tuition, books, shoes, backpacks, and uniforms for 100 Haitian students. In addition to the 18 schools, 15 individual French teachers and friends of French teachers donated \$3664 to support education, teacher training, and healthcare in Haiti. The Educational Partnership of Park Central Presbyterian Church (NY) provided \$5101 to support a potable water system in the two schools in Paulette, Haiti as well as a three-day mobile medical clinic for 300 school children.

A special thank you goes to French teacher, Kathy Colvin and her husband Kirk for donating half of the cost of constructing a latrine and hand-washing station in Paulette. Kathy's French students at Oak Ridge High School (CA) donated the other half of the total cost of \$1195.

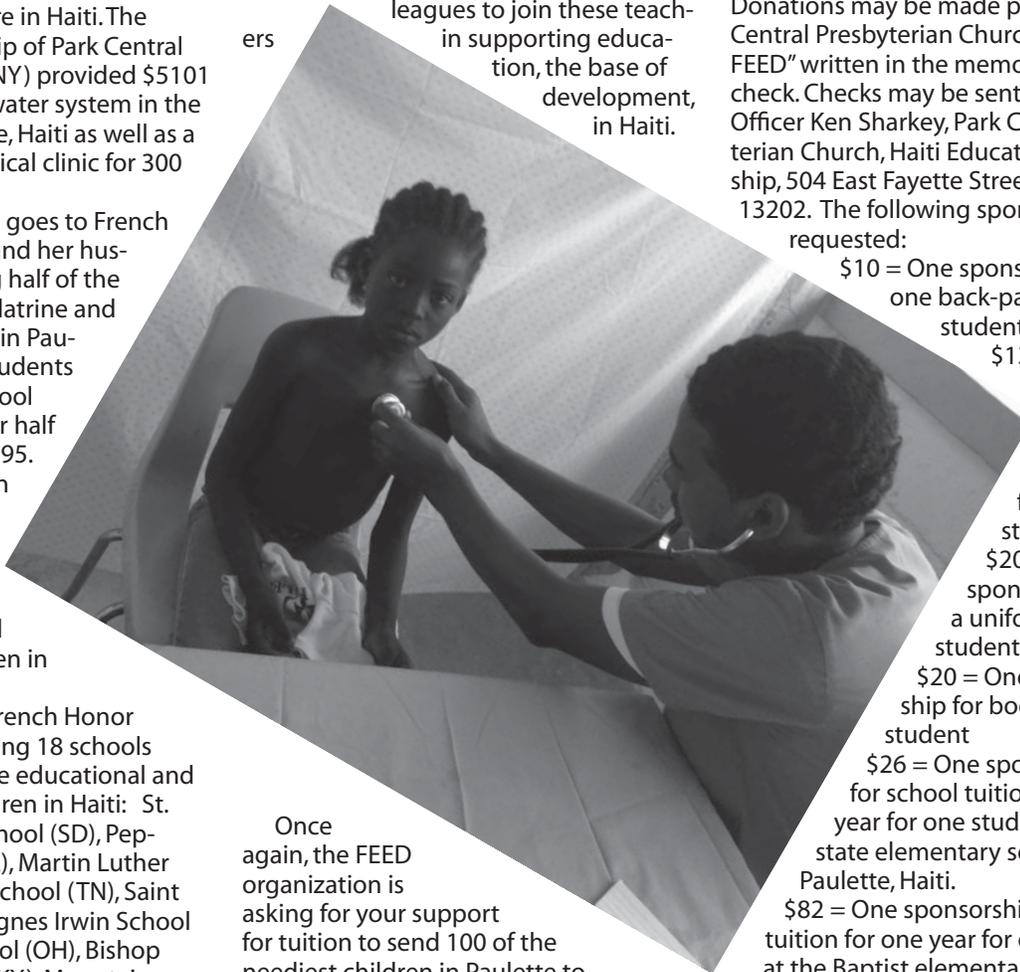
Grateful recognition goes to Parkland High School (PA) this year for raising \$2200 to help with tuition and a 2015 mobile medical clinic for school children in Paulette.

French Clubs and French Honor Societies in the following 18 schools held fundraisers for the educational and medical needs of children in Haiti: St. Thomas More High School (SD), Pepperdine University (CA), Martin Luther King Jr. Magnet High School (TN), Saint Mary's Hall (TX), The Agnes Irwin School (PA), Lakota High School (OH), Bishop Brossart High School (KY), Mountaineer Middle School (WV), Oak Ridge High School (CA), Princess Anne High School (VA), Huntington High School (NY), North Farmington High School (MI), Selinsgrove High School (PA), Malone Middle School (NY), Parkland High School (PA), South Jefferson High School (NY), J.R. Masterman High School (PA), South Kingstown High School (RI), and Louisville Collegiate School (KY).

All funds were donated through Park Central Presbyterian Church (NY). Park Central has an educational partnership with the *Fondation pour l'Épanouissement des Enfants démunis* (FEED), a grass roots organization dedicated to the educational needs of the poorest children in

Paulette. The FEED Board of Directors is composed of professionals who are from the village of Paulette. Each member of the Board donates 10% of his or her salary to support the work of the organization.

I would like to thank the teachers and students who worked so passionately to enable 100 children to attend primary school. I encourage my colleagues to join these teachers in supporting education, the base of development, in Haiti.



Once again, the FEED organization is asking for your support for tuition to send 100 of the neediest children in Paulette to primary school in 2014-2015. Funds are also needed for uniforms, books, backpacks, and shoes. The uniforms will be made in Haiti to support the Haitian economy. The backpacks and shoes will be purchased in Haiti.

This year we are also seeking funds to again support a three-day mobile medical clinic in the summer of 2015 for 300 school children in Paulette. Until the medical clinic this summer, most of the children had not seen a doctor since birth. Many of the children were treated for intestinal worms, anemia, respiratory infections, skin infections, and other bacterial illnesses. The mobile clinic included two educational components,

one for parents and one for children. A Haitian doctor taught those present how to prevent intestinal worms and bacterial infections. Parents and children were given an illustrated brochure in color with examples of hygiene habits that help to prevent disease.

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

- \$10 = One sponsorship for one back-pack for one student
- \$13 = One sponsorship for one pair of shoes for one student
- \$20 = One sponsorship for a uniform for one student
- \$20 = One sponsorship for books for one student
- \$26 = One sponsorship for school tuition for one year for one student at the state elementary school in Paulette, Haiti.

\$82 = One sponsorship for school tuition for one year for one student at the Baptist elementary school in Paulette, Haiti.

\$13 = One sponsorship for one student to be treated at the mobile medical clinic

Retired French teachers, Scott Manuel and Georgette Schmidt will be in Paulette, Haiti September 29-October 3 to visit the schools and to meet with the FEED board. We are working in partnership with the principals and teachers on the FEED Board and are listening to them identify the educational and medical needs of the community in Paulette, Haiti. Thank you for your generous support. For more information please contact Georgette Schmidt [ggschmidt@twcny.rr.com].

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, P.O. Box 2617, Carbondale, IL 62902-2617.

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. 38). 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 bumper stickers
- 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* _____ *La Vie des mots*
 - _____ *Vive le français!* (activities)
 - _____ FLES* report (See the *National Bulletin*, p. 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
 - _____ 50 World Speaks French pencils _____ AATF Notecards (2 sets of 12 cards)
 - _____ 25 *On est les meilleurs!* buttons _____ 25 Forward with French pens

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 6/30/15.

Name: _____

Address: _____

City, State, Zip: _____

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

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.

SPECIAL OFFER: AATF FLYERS

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



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

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

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

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

Name _____

Address _____

Tel: _____

Send this form and payment to AATF Materials, P.O. Box 2617, Carbondale, IL 62902-2617

HIGHLIGHTS OF THE 87TH ANNUAL

The 87th annual AATF Convention was held July 19-22, 2014 at the Astor Crowne Plaza Hotel in New Orleans, LA and had as its theme, "Le Français, langue à multiples visages."

The AATF Executive Council spent two days deliberating and doing

plénière, more than 100 enthusiastic *congressistes* and their guests attended the Welcome Luncheon where they were seated by region in order to network with colleagues from their geographic area. Zachary Richard was presented with an Honorary Membership in recognition of his contribution to the promotion of the French language and our Francophone heritage within the U.S.

There were five both free and ticketed workshops in the afternoon. To close the opening day, participants were able to have a first look at the Exhibit Hall (find out more about our exhibitors on the AATF Exhibitor Web page at [www.frenchteachers.org]) during a wine and cheese reception cosponsored by the AATF and the Cultural Service of the French Embassy in Washington, DC. The Cultural Service was represented by Céline Jobé. Music was provided by Marc Abrate and Jacob Dupre, recent graduates of

highlighting the theme of the convention. During the lunch break, many members participated in the ninth annual *Dictée* organized by AATF Region IV Representative Catherine Daniélou. Winners were announced at the beginning of the AATF Delegate Assembly (see page 10). At the end of the day, 60 attendees participated in a French-language Walking Tour, *Le Monde Créole*, despite a summer downpour. In the evening, as they do every year, the American Society for the French Academic Palms held

the Association's business convention before the convention began. They met on July 17-18. In addition, the fourth Future Leaders Fellowship Program with nine participants was held on those same days under the able direction of Janel Lafond-Paquin (page 12).

On the afternoon of July 18, a group of 50 *congressistes* participated in an excursion to the Jean Lafitte Museum. Unfortunately, the planned swamp boat tour had to be cancelled because of thunderstorms.

The convention opened officially on Saturday, July 19. AATF President Mary Helen Kashuba, SSJ, welcomed attendees (see her remarks on page 1). She then introduced our keynote speakers, Cajun singer, song-

writer, and French poet laureate of Louisiana, Zachary Richard, and Denis Desgagné, Director of the *Centre la francophonie des Amériques*. After the open-

ing *séance*

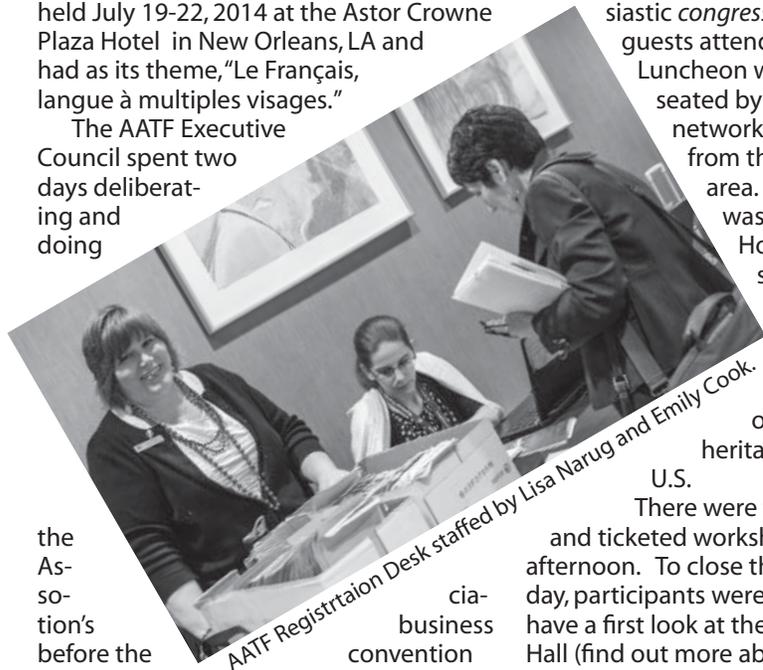
the Eastman School of Music. As they do each year, members of the Executive Council were at the AATF exhibit booth to take pictures with attendees, who then receive a press release and the photo to publicize their attendance at their schools and in their local newspapers.

Day 2 was a full day of sessions, often

their annual dinner. Guest speakers at the convention included Bill Rivers, Executive Director of the Joint National Committee for Languages/ National Council for Languages and International Studies (JNCL-NCLIS), AATF Honorary Member Barry Ancelet, and Marie-Josée Lepage and Leif French from the *Université du Québec à Chicoutimi*. Other special sessions and meetings included numerous exhibitor and commission sessions as well as meetings of the National French Contest Administrators and *Société honoraire de français* sponsors (see the complete program on the AATF Web site).

Day 3 of the convention was equally busy. There were several coffee breaks in the exhibit hall, one of them sponsored by Tralco-Lingo Fun. Two raffles were held during the exhibit breaks where lucky attendees won valuable prizes. The raffle was expertly organized by AATF staff member Jessica Nelson with help from several Executive Council members. We would also like to thank the Carole D. Fredericks Foundation for sponsoring the badges.

In the afternoon, the AATF Assembly of Delegates met to ratify the decisions of the Executive Council and to dis-



AATF Registration Desk staffed by Lisa Narug and Emily Cook.



Executive Director Jayne Abrate and new Honorary Member Zachary Richard.



Exhibit Hall

CONVENTION IN NEW ORLEANS

cuss ideas for recruiting new brief presenters was also made inviting del-

identifying and members. A tation

Among the numerous award recipients were Tracy Rucker and Martine Morard-Noar who received the 2014 AATF Dorothy S. Ludwig Excellence in Teaching Awards (see page 16). Intercultural Student Experiences again sponsored the ISE Language Matters Award, presented by Rachel Faynik, which was given to Tripp DiNicola (see page 15). Outstanding National French Contest Administrators Jennifer Corbin (AR) and Carolyn Fisk (MN) were also recognized as were our Outstanding Chapters for 2014 (page 4).

language excursion to the Laura and Oak Alley Plantations.

We would like to thank the Local Committee, under the able leadership of Dolliann Hurtig, Co-Chair of the AATF Commission on Cinema, who organized the hospitality desk. Volunteers included Tamara Caudill, Glynis Davis, Laura Marie Harrelson, Robert Hurtig, Jeanne Jegouso, Stephen Kiley, Tom Klingler, Jacqueline Labat, Amanda LaFleur, Lena Lucietto, Charles Mignot, Haley Norris, Mary Anne O'Neill, Soazic Pougault, Stefan Tassin, Jared Toups, and Farida Ngandu Tshiebue. A huge thank you to the Committee which provided attendees with information about things to do and places to eat in the



(L. to R.) Outgoing Executive Council Members Jane Romer, Joyce Beckwith and Marie-Magdeleine Chirol.

legates to attend next year's convention in Saguenay, Quebec by Marie-Josée Lepage, Université du Québec à Chicoutimi, and Guy Paradis, Collège de Jonquière. Another group of 60 attendees participated in Le Monde Créole Walking Tour.

Over 90 people participated in the Awards Banquet (see individual winner profiles in this issue). Following dinner, we honored Outstanding National French Contest Administrators, our outgoing Executive Council members, Region I Representative Joyce Beckwith, Region VIII Representative

Those who did not have early departures were able to take advantage of the final half-day of sessions. Following the convention, 50 attendees



(L. to R.) Past-Presidents of the AATF: Ann Sunderland, Marie-Christine Koop and Margot Steinhart.

Vieux Carré. In short, the 400 participants were able to enjoy 113 sessions, including 9 exhibitor sessions and 12 commission sessions, and five workshops, 24 exhibit booths, two raffles, numerous guest speakers, and several unique excursions and activities. The AATF would like to thank the staff members who helped make the convention such a success, Emily Cook and Jessica Nelson who helped us throughout the process of planning and running the convention. AATF staff members were aided in their work by all the members of the Executive Council (see page 7), the personnel of the Astor Crowne Plaza Hotel, and the representative of our AV supplier, Technology Express, technician Doug Heimann. We have worked with Technology Express for all our U.S. conventions since 1999. The AATF would like to thank the speakers, exhibitors, and sponsors without whom the convention could not have happened.

We invite everyone to join us in 2015 as we explore the region of Saguenay-Lac-Saint-Jean in Quebec (see page 35).



(L. to R.) Opening Session: President Mary-Helen Kashuba, SSJ, Denis Desgagné and Zachary Richard.

sen- tive Marie-Magdeleine Chirol, and Vice-President Jane Romer who will finish their terms on December 31, 2014. We also welcomed two new honorary members, Past-President Ann Sunderland and singer/songwriter Zachary Richard.

LA CONVENTION FRANÇAISE—NEBRASKA

Creighton Prep High School in Omaha was host to a hugely successful *Convention française*, the state-wide French convention, on Saturday, March 29, 2014. The program was chaired by Omaha-Creighton Prep French teacher, Katy Salzman and Mitzi Friedman, Omaha-Westside High School (retired). It was attended by over 400 French students from 20 different middle schools and high schools in Omaha and Lincoln.

With the theme of “Le Français autour du monde,” this year’s convention offered competitive events in cuisine, dance video, drama, drawing and painting, instrumental music, photography, poetry recitation, projects, a quiz bowl, and vocal music. Students competing in the dance, drama, and music categories submitted a video of their performance in advance for judging. Cuisine entries were judged by a panel of French teacher “foodies,” including a local *restaurateur français*. *Une galerie* showcased the visual arts entries.

In addition to these pre-registered competitive events, during five 40-minute sessions, students took part in activities of their choosing. There was something for everyone: giant flyswatter games, spelling bees, cultural trivia rounds, Jenga games, and “mosh pit” games (all with French prompts.) In addition, participants had the opportunity to learn “street French” from a college-aged native speaker, practice singing diction with a *chanteuse*, play mini-volleyball and *pétanque*, run a waiter’s race, create drawings or bracelets, speak extemporaneously with a native speaker, compete in eating *mousse au chocolat* (blind-folded!), or try their speed on an obstacle course whose final *étape* was a giant inflatable.

As at past conventions, the food offerings were *un grand succès*. Breakfast and lunch selections were available for purchase at a buffet. In line with the “Autour du monde” theme, students could pick from a diverse Francophone menu that included croissants and *chocolat chaud* for breakfast and jambalaya, *poutine*, and couscous for lunch. Croissant sandwiches *au jambon/fromage* were on hand for the less adventuresome. Dessert choices included *éclairs*, *madeleines*, or *petits moelleux au chocolat à la glace*. Especially popular was *un bar tahitien de Gauguin* (complete with a limbo area!) that sold tropical beverages and ices throughout the morning. There was also a “photo op” stop at a Parisian café scene and students could shop at a boutique for souvenirs and *bonbons*. New this year was a Twitter

feed made visible on a large screen and students enjoyed posting their photos and comments throughout the event.

Upon arrival, each student received *un billet d’avion* with a schedule and a building map. To regulate participation in the most popular events, students needed to show *une carte d’embarquement* which they received from their teacher during morning registration. Lunch times were assigned by school during three of the five sessions to help balance the numbers at *le buffet*. To encourage students to participate in as many venues as possible, students earned a visa stamp in their *billet* for the activities they attended. For every three visas, he or she could enter a drawing for terrific door prizes. The event was capped off by an awards ceremony featuring the winning video submissions and the distribution of ribbons and prizes. A music/dance performance by a choir from Burundi was a culminating treat.

Started some 50 years ago, the French Convention relies upon the cooperation and contribution of attending teachers and parent and student volunteers. It was also made possible due to the generous support of the *Alliance française d’Omaha*, a Small Grant from the AATF, and the sponsorship of the Nebraska AATF Chapter.

La Convention française provided students the opportunity to compete and have fun while celebrating their study of French. Participants wished the day would have lasted longer and on Monday bragged to their classmates how amazing it was! While such programs require a tremendous amount of planning and organization, the payoff is immense. Wonderful memories energize students and teachers alike and everyone looks forward to continue the tradition in 2016.

For further information contact: Katy Salzman: [ksalz@prep.creighton.edu] or Mitzi Friedman: [mitziaf21@gmail.com].

**CELEBRATE
NATIONAL FRENCH
WEEK
NOVEMBER 5-11, 2014
TAKE FRENCH OUT
OF THE CLASSROOM &
INTO THE SCHOOL &
COMMUNITY!**

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.

CONTRIBUTIONS NEEDED

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

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

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

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

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.

TEACHING LANGUAGE AND CULTURE WITH THE *MÉMOIRES* OF LATERRIÈRE: QUEBEC'S FAVORITE DOCTOR AND SPIN DOCTOR

Pierre de Sales Laterrière [1743 (1747?)–1815] was Quebec's first memoir writer. A fascinating character, he was a skilled medical doctor, but an even more skilled spin doctor. Merriam-Webster defines "spin doctor" as: "a person (such as a political aide) whose job involves trying to control the way something (such as an important event) is described to the public in order to influence what people think about it" (spin doctor). Laterrière often stretches the limits of credibility in his narrative to cast himself in a positive light, most likely to refute public opinion of his questionable personal and political activities. This lesson plan focuses on a brief biography of Laterrière and on excerpts from his memoirs as a context to introduce the *passé simple*. (See the Bibliography for information on Laterrière's *Mémoires*, Ed. Bernard Andrès.)

Biographical Sketch of Laterrière

Pierre de Sales Laterrière is considered to be Canada's first memorialist (Donovan 138-144).¹ He was born near Albi, France, in 1743(1747?) and studied near his hometown at the Royal College of Toulouse around 1760. During this time, his Uncle Rustan returned from Canada to visit his family and convinced the young Pierre to emigrate to Quebec. First, however, Laterrière continued his education by moving to La Rochelle where he studied mathematics under Mathieu Mounier. During his stay at La Rochelle, Laterrière traveled to Paris and London. Laterrière then studied medicine with Dr. Rochambeau in Paris. Finally, he left for Quebec.

Soon after his arrival in Quebec, Laterrière traveled to Montreal and Trois-Rivières. He participated in many *soirées* and enjoyed Quebec social life, commenting that he never knew a people that liked to dance more than the Canadians, evidently himself included. Laterrière began work for two businessmen: Christophe Pélissier and Alexandre Dumas, who was an associate of Uncle Rustan. Dissatisfied with his work in commerce, he returned to his love of medicine and worked with Dr. DuBergès near Quebec for two years. In 1771, he became commissioner, and later inspector, of the Foundry of Saint-Maurice in Trois-Rivières. Laterrière earned a living from his position at Saint-Maurice as well as from practicing medicine, which, he

boasts, he understood perfectly. All in all, Laterrière was very pleased with his experience in Canada, calling it a paradise.

Nevertheless, paradise has its counterpart. During this time period, he fell in love with Catherine Delezenne whose father had promised her in marriage to Pélissier. According to Laterrière, the sad wedding took place (1775), but Catherine despised her husband who was decades older than she. It was Laterrière who fathered their child, Dorothée, in 1778. They were married twenty-two (22) years later in 1799, just after Pélissier's death.

But Laterrière and Delezenne did not always share marital bliss. During the American Revolution, Pélissier plotted to implicate Laterrière as being disloyal to the British by conning Governor Haldimand. Pélissier produced false witnesses, including Delezenne's father, and Laterrière was condemned to prison for 3½ years (1779-1782) during which time he lost most of his fortune. To pass the time while incarcerated, he built a "machine," a replica of the fortifications of Quebec, including 60 canons, as well as the Foundry of Saint-Maurice where he had worked, complete with furnaces, a windmill, and a saw. When the guards took the machine to Haldimand, it struck his fancy. Haldimand kept the machine and recompensed Laterrière by releasing him from prison.

Upon his release, Laterrière was forced into exile from Quebec, so he traveled to Newfoundland. He built a cabin in Belle-Vue where he lived with Catherine and Dorothée. It was at this time that his medical practice started to take root. However, the British government demanded that all doctors present their diplomas and certificates of apprenticeship, but Laterrière's were lost, and the government refused to license him for practice. His only choice was to return to medical school and earn another diploma. Therefore, he headed for Boston and began his studies at Harvard under the noted anatomy professor, Dr. Warren. One night, after bribing the sexton, the medical students stole the corpse of a plump lady out of her grave, who, writes Laterrière, dissected beautifully. After a year of intense study, he graduated with a degree in medicine. Back home in 1789, he also saw his son Pierre-Jean for the first time, who had been born in his

absence. Laterrière submitted to an oral re-examination by the medical board and was finally granted a license to practice medicine in Canada. In 1792, his second son Marc-Pascal was born. In 1800, he moved to Quebec in order to send his sons to school but also to find a noble husband for his daughter rather than marrying her to a simple *habitant*.

Sadly, Laterrière picked the wrong man to wed his Dorothée. Shortly after her marriage to Lehouliier, which was allegedly not consummated, he began to abuse her, beat her, and treat her like a domestic servant. He even attempted to force her to commit adultery with another man. In the meantime, Laterrière moved back to Trois-Rivières. Finally, Laterrière moved back to Quebec and appealed to the courts for a legal separation which was finally granted to his daughter. Dorothée returned to Trois-Rivières with Laterrière and her mother where she lived for the rest of her life without remarrying.

A few years later, Laterrière received a letter from France notifying him of the passing of his father and stating that he must return to the land of his birth to accept his share of his father's estate. Laterrière and his youngest son Marc-Pascal set sail for France but landed instead in Portugal. The Napoleonic wars had begun, and Laterrière, being Canadian, was considered to be a subject of the British Crown. Napoleon's edict was that all English subjects, whatever their nationality, who were found in Portugal must be arrested. After some politicking, Laterrière managed to find passage to London.

While in London, Laterrière fell gravely ill to the point that he desired a priest for confession. He managed to recover and was finally able to set sail for Canada in 1808. Yet always the businessman, Laterrière imported at the same time enough merchandise to pay his debts in London, to send one son to school in England and the other to school in the U.S., and to buy the *seigneurie des Eboulemens*.

The last paragraph of Laterrière's memoirs consists of a tirade against a certain Dr. Agronome who did not understand the proper use of anesthesia and who also claimed that abortion is not murder. The final two words of Laterrière's *Mémoires* are, "Exécrables principes!" Thus ends the story of a doc-

tor, businessman, traveler, and colonist whose memoirs have preserved for us a lively and witty glimpse of life in Quebec during the 18th and the beginning of the 19th centuries.

Lesson Plan

Objectives

1. Students recognize the *passé simple* and become somewhat familiar with 18th-century French spelling conventions. Communication standard.
2. Students become acquainted with Laterrière, an important 18th-century Quebec figure. Culture standard.
3. Students are able to explain multiple perspectives of 18th-century Quebec: literary, sociological, and historical. Comparisons standard.

PREPARATION (Note: This lesson plan contains lists of French and Quebec historical events and three literary texts with accompanying vocabulary lists. Text #1 focuses on politics, text #2 focuses on science, and text #3 focuses on culture.)

Prepare an explanatory handout on how to form the *passé simple*. An excel-

lent explanation of the *passé simple* can be found on the Web site [French.about.com]. See Bibliography.

4. Note 18th-century French spelling conventions that are different from modern day French. For example, the imperfect endings begin with "o" instead of "a," and some letters are omitted: *tems* instead of *temps*.
 5. Read and review Act III, Scene IV of Moliere's *L'École des femmes* where Agnès throws a message tied around a rock out the window and her love Horace finds it below. See link to the toutmolière Web site in Bibliography.
4. Ask each group to read their assigned literary text and vocabulary list with their partner. (Words in red in excerpts are found in the vocabulary lists.) Alternatively, ask students to identify new vocabulary words and look up the definitions on in-class computers and report back to the class. (This component of the lesson plan could be assigned as homework the night before.)
 5. Have students of each group explain to their classmates the content of their text, as like a book report.
 6. Have students discuss in partners what is interesting or far-fetched about Laterrière's descriptions of:
 - Excerpt #1: Haldimand's char-

acter and Laterrière's imprisonment (Possible responses: Laterrière's assessment of Haldimand is influenced by the difference in their national origins and Laterrière's resentment of his imprisonment. Domesticating and training a mouse, as well as building exact replicas of the Quebec foundry and fortifications, complete with moving parts, seems quite fantastic.)

- Excerpt #2: His knowledge of medicine, his dissections, and his "hoose" (Possible responses: Laterrière seems to be boasting about his understanding of medicine, grave robbing is illegal, and the existence of animals resulting from horse/moose matings appears to be fabricated.)
- Excerpt #3: His discovery of Catherine and his description of Lehoulier (Possible responses: It would be very coincidental that Laterrière would be walking by Catherine's window at the exact time she threw her message out. A miracle or a literary ruse? This is strikingly similar to Moliere's *L'École des femmes*—you

may want to point this out to students, which detracts from the credibility of Laterrière's story. Laterrière's descriptions of Lehoulier seem extreme—or do they? Their marriage ended in a separation, as divorce was not permitted. Dorothee was free only when she became his widow in 1841 upon his death.

7. Encourage whole class discussion of broad themes such as relationships between French Canadians and English Canadians, the status of the economy or education, differences of religion, contribution of Laterrière's Memoirs to our understanding of Quebec culture within its historical context, etc. Ask students if they think Laterrière wrote truthfully or exaggerated a bit.

Suggested questions:

- Puisque Laterrière était francophone, son jugement d'Haldimand était-il plus severe que s'il était

Pierre de Sales Laterrière is considered to be Canada's first memorialist

Anglophone?

- Quel est l'état des relations francophones/anglophones de nos jours? Quelle est l'évidence qui soutient votre opinion?
 - Est-ce nécessaire que les médecins soient plus probes que le reste de la population?
 - Qu'est-ce que vous pensez de la vantardise?
 - Quels standards éthiques sont obligatoires et quels standards sont facultatifs pour les médecins? La distinction est nette ou floue?
 - C'était correct que l'église catholique n'a pas permis de divorce dans de telles circonstances que celles de Dorothee?
 - Auriez-vous aimé vivre pendant le vivant de Laterrière? Pourquoi ou pourquoi pas?
8. Assign an essay in which students pick a character from the texts (Laterrière, Catherine, Haldiman, Dorothee, Lehoulier, etc.) and write a first person narrative. Students should explain how their character perceives the events that took place in their lives, if possible in connection with the state of affairs in Canada, i.e., what s/he likes and dislikes, and how s/he perceives his/her place in Canadian society. It could be a

Method

1. Activate students' background knowledge by asking what they know about Quebec after the Conquest of 1763 and during the time of the French Revolution and Napoleon's reign. Present historical/cultural circumstances in France and in Quebec 1763–1815. Then present Laterrière's biography.
2. Divide students into partners. Give each student a copy of the *passé simple* grammar handout. Explain the formation of *passé simple*.
3. Next divide the students into three groups of partners. Pass out copies of all three literary texts to all students. Point out spelling differences between 18th-century and modern French. Assign each text to one

defense of his/her actions.

Alternatively, students could write a first person narrative in the form of a letter to another character in the Memoirs, expressing their feelings and asking for action to be taken, etc.

Additional information, the reading texts, activities, and bibliography can be found on the AATF Web site at [www.frenchteachers.org/bulletin/quebecactivity.docx].

Virginia R. Donovan,
University of Wisconsin-Superior
[vdonovan@uwsuper.edu]

Note

¹ The biographical sketch is borrowed and abridged from Virginia R. Donovan's dissertation. See Bibliography. Used with permission.

**NOW AVAILABLE
ON-LINE PAYMENT**

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

**CALL FOR PROPOSALS
2015 AATF
CONVENTION
IN SAGUENAY, QUEBEC**

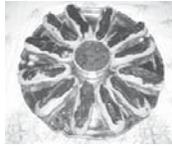
The on-line call for proposals for the 2015 AATF convention, to be held July 8-11 at the Montagnais Hotel in Saguenay, Quebec, has been posted on the AATF Web site at [www.frenchteachers.org]. Proposals will be accepted until **December 15, 2014**. All those interested in submitting a proposal should consult the AATF Web site. The theme for this year's convention is "Le Héritage français en Amérique." Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

**UPCOMING AATF
CONVENTIONS**

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

- Saguenay, Quebec (July 8-11, 2015)
- Austin, TX (July 2016)
- Saint Louis, MO (July 2017)

**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 _____

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**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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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: _____

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NATIONAL FRENCH WEEK PROMOTIONAL ITEMS PLAN NOW FOR NOVEMBER!



The following items are available from AATF at cost for promoting National French Week. Order early! Prices for promotional items include first class postage. Rush delivery available for an additional charge.

	Quantity	Total
Bumper Stickers: Forward with French [50 cents each or 10 for \$4]	_____	_____
Pencils: La Semaine du Français: du 8 au 14 novembre [4 for \$1]	_____	_____
Buttons: On est les meilleurs! [65 cents each or 10 for \$6]	_____	_____
Balloons: National French Week: La Semaine du Français [10 for \$1]	_____	_____
**SPECIAL: Order 25 of each item (100 items total) for \$35 (a 14% savings)	_____	_____
Posters: Copies of the 2013-2014 promotional poster are available while supplies last. [\$2 each or 10 for \$15]		
T-shirts (blue with white logo design)	_____ T-shirts x \$13 _____ M _____ L _____ XL	_____
	_____ T-shirts x \$14 _____ XXL	_____

Total enclosed for promotional items. _____

Name: _____ Phone: _____

Address: _____

City, State, Zip _____

Send this form with payment to AATF, P.O. Box 2617 Carbondale, IL 62902-2617. Photos of all items are available on the National French Week Web site: [www.frenchteachers.org/nfw]. All materials can be ordered through our on-line store. Direct questions to [aatf@frenchteachers.org].

ALLONS AU CINÉMA: PROMOTING FRENCH THROUGH FILMS

Accepting Proposals for Volume II
Volume I of *Allons au Cinéma: Promoting French Through Films*, published in 2014 by the AATF Press, has become a best seller. At the annual convention in New Orleans, the three-hour workshop highlighting this new volume had 48 attendees, and the AATF booth in the Exhibit Hall quickly ran out of copies.

Building on the success of Volume I, the Co-Chairs of the AATF Commission, on Cinema, Joyce Beckwith [MmeJoyB@aol.com] and Dolliann Hurtig [dolly.hurtig@gmail.com] are now accepting proposals for Volume II. If you are interested in submitting a proposal, please e-mail us the name of the film you have chosen, the year it came out, and the name of the director by **October 15, 2014**. Francophone films for all levels will be considered. Once we have accepted your proposal, you will receive a template of our *Fiche pédagogique* which we ask you to follow and a timeline for first drafts of submissions. *Bonne Chance à tous!*

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, P.O. Box 2617, Carbondale, IL 62902-2617; FAX: (815) 310-5754; E-mail: [address@frenchteachers.org].		

SALUT LES JEUNES!

LA FAMILLE

Families come in all shapes and sizes, so asking our young students to describe their families can be awkward when we are trying to accumulate all the terms for family members. However, if we create a fictitious French family first, we can include as many terms as we want to reinforce. Once the terms are established, we can encourage our students to talk about who is in their families without imposing an established idea of what constitutes "family." The following project is a delightful springboard for other games to drill family member terms, and later can be adapted to permit students to talk about their own families. The first house will include *la famille Dubois* with *le père, la mère, la soeur, le frère, le grand-père et la grand-mère, y compris le chien*. After putting together the house, students can replace the back page with a blank piece of paper taped or stapled to the house, and create their own families to share with the class.



MATERIALS NEEDED: Paper, colored pencils or crayons, scissors, tape or stapler

PROCEDURE: Copy both the house and the family onto full size 8 1/2 X 11" paper.

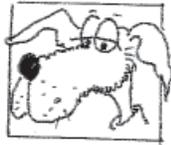
Color the windows and door as indicated.

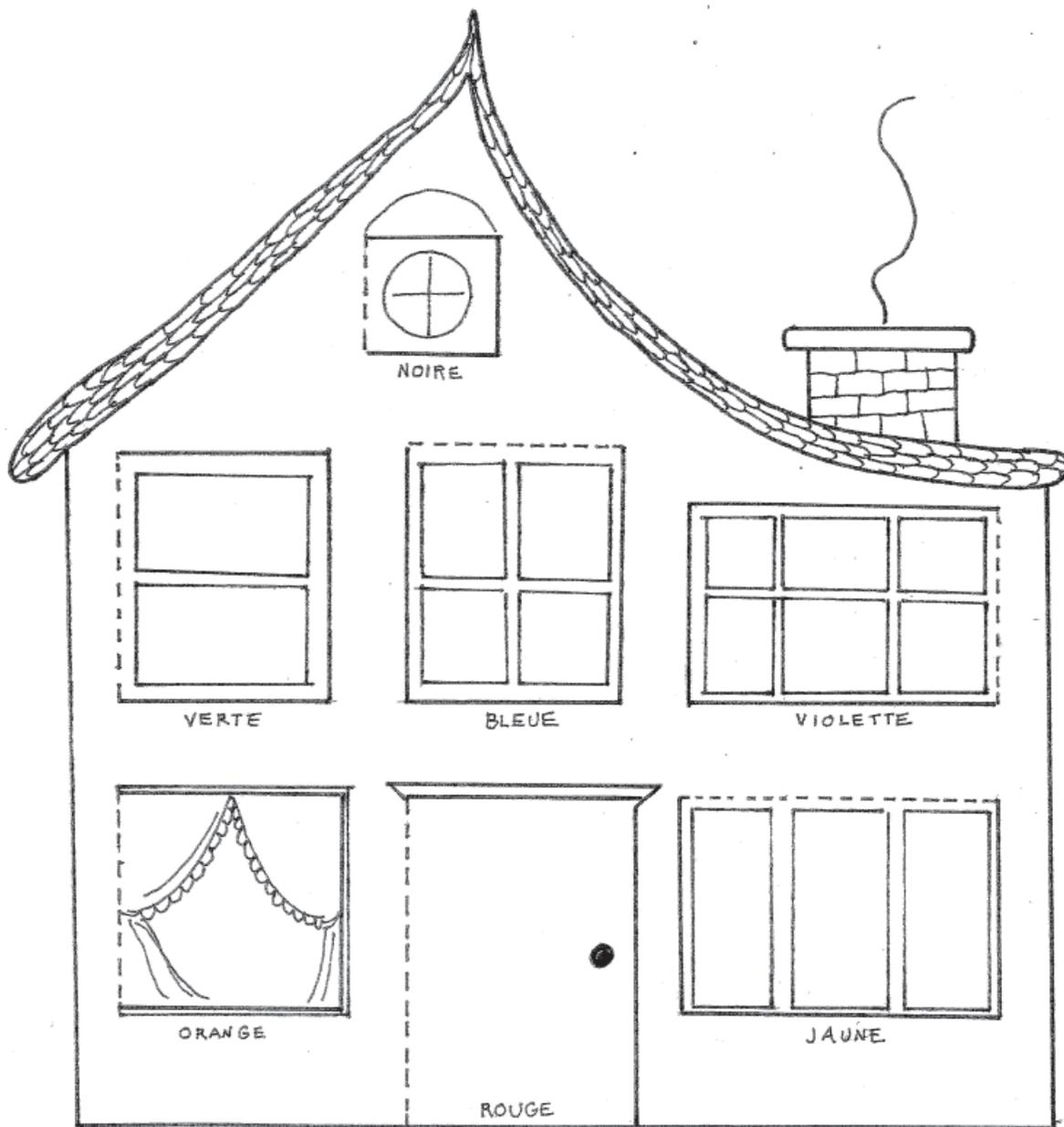
Cut three sides of windows and the door (younger students may need help here), folding each on the dotted lines to reveal the people inside.

Tape or staple house on top of drawings of the family.

Students can add names on the inside of the folded window.

LINGUISTIC GOALS: Family terms, review of colors, and possessive for older students. "Qui est derrière la porte rouge?" "Comment s'appelle le frère de Colette?" "Où se trouve le chien? Derrière la fenêtre noire."





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].

CELEBRATE NATIONAL FRENCH WEEK

NOVEMBER 5-11, 2014



AATF EXEMPLARY FRENCH PROGRAM

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF website? Then you may be a candidate for the new Exemplary French Program sponsored by the AATF. Read the indicators and apply on the official form by **March 15, 2015**.

An exemplary secondary program should:

Indicators	Examples	Outcomes
Maintain high enrollment in French language classes over an extended period; show stability or growth	<ul style="list-style-type: none"> • Numbers in Levels 1-4 (or 5) are equal to or higher than previous years • Classes have good numbers according to school criteria • Program has a history of success. 	Enrollment figures over 2-4 years
Demonstrate an extended sequence of instruction in French; well-articulated across all levels	FLES and middle school programs with an articulated sequence	List of programs and enrollment figures
Participate in AP, IB, level 5, and/or CIS (college courses in secondary) program	At least one of these programs in actual practice with examinations and results	Registration lists and grade reports
Demonstrate high teacher qualifications	<ul style="list-style-type: none"> • Teachers have appropriate certification, degrees, or National Board Certification • Minimum of Advanced Low on OPI scale 	Documentation: teacher CV
Implement Key Instructional Practices; provide strong Standards-based curriculum; engage in innovative and age-appropriate practices based on current methodology	<ul style="list-style-type: none"> • Use French 90% (or more) in a comprehensible way • Engage students in pair and small group communicative activities • Use innovative, age-appropriate activities in French • Integrate culture into daily language instruction • Integrate Standards into daily plan • Respect diverse learning styles 	Examples from syllabus, curriculum, and activities.
Administer standards-based, performance assessment(s) across two levels	<ul style="list-style-type: none"> • Assess at least one standard of the 11 National Standards [www.actfl.org] • Use performance-based testing with a rubric • Examples: IPA, SOPI, OPI, <i>Grand Concours</i> 	Examples of test and rubric with results
Engage in yearly staff development through AATF and other professional meetings	<ul style="list-style-type: none"> • Attend at least one local or national meeting, preferably AATF • Participate in state, regional or national meetings 	Verification of attendance
Demonstrate collaboration and support among teachers, parents, and administrators	<ul style="list-style-type: none"> • Collaborative curriculum and activities • Parent and administrator support 	Documentation; letters from parents and administrators supporting the program
Demonstrate self-evaluation and planning for teachers and program; motivate students to continue with French after graduation	<ul style="list-style-type: none"> • Future goals to expand the program • Well-articulated teacher goals for professional development • Planning for future resources • Students continue with French in college and workplace. 	Copy of strategic plan, self-evaluation, or goals; letters from administrator; reports from graduates
Provide special program features; connect French to the community	Activities that connect French students to outside resources & provide language practice outside of the classroom, such as travel abroad, exchanges, National French Week activities, National French Contest, <i>Société Honoraire</i>	Documentation with narrative of activities

There are three categories for Secondary Programs:

** Indicators	Exemplary with Distinction	Exemplary with Honors	Exemplary
Maintain high enrollment in French classes over an extended period; show stability or growth.	All French classes in a 4-5 year sequence have good numbers with no split-level classes. Excellent teacher-student ratio; well-established program.	All French classes in a 4-5 year sequence have good numbers with one higher-level split-level (alternating curriculum). Good teacher-student ratio and program history.	First and second year classes well enrolled; 3, 4, or 5 satisfactory; may have one split-level. Adequate teacher-student ratio and program history.
Demonstrate an extended sequence in French with well-articulated curriculum across levels	9-12 years or more (sequential program begins in grade 4 or earlier) with good articulation	5-6 years (sequential program begins in grade 7 or 8) with good articulation	4 years sequential program through 11th or 12th grade; good articulation
Participate in AP, IB, level 5, and/or CIS program	More than one: AP, IB, CIS or Level 5 program with excellent assessment results	At least one such program with good results	At least one such class with adequate results
Demonstrate excellent teacher qualifications	All French teachers have appropriate certification, degrees, or National Board; all have minimum of Advanced Low on OPI scale	All teachers have appropriate certification, degrees, or National Board; most have minimum of Advanced Low on OPI scale	All teachers have appropriate certification or degrees; have minimum of Intermediate high on OPI scale
Implement Key Instructional Practices; strong standards-based curriculum	All French teachers follow key instructional practices as described with excellent examples	All French teachers follow key instructional practices as described with good examples	All French teachers follow key instructional practices as described with adequate examples
Administer standards-based, performance assessment(s) across 2 levels	School or district standards-based assessment at two benchmark levels over the past four years (OPI, SOPI, IPA, <i>Grand Concours</i> , etc.)	School or District-wide, standards-based assessment at one level over the past four years (OPI, SOPI, IPA, <i>Grand Concours</i> , etc.)	School or District-wide, standards-based assessment on one level over the past two years (OPI, SOPI, IPA, <i>Grand Concours</i> , etc.)
Engage in yearly professional development	All French teachers participate in at least two or more local, state, or national conferences per year (one preferably AATF)	All French teachers participate in at least one local, state, or national conference or webinar per year, preferably AATF	Most French teachers participate in at least one local, state, or national conference or webinar per year (preferably AATF)
Demonstrate collaboration and support among teachers, parents, and administrators	Evidence of excellent collaborative curriculum and activities, parent and administrator support	Evidence of good collaborative curriculum and activities, parent and administrator support	Evidence of adequate collaborative activities, parent and administrator support
Demonstrate self-evaluation and future goals for teachers and program; direct students toward future studies in French	Evidence of future goals to expand the program ; well-articulated teacher goals for professional development; evidence of student success in college or workplace	Evidence of future goals; most teachers have goals for professional development; some students continue with French	Some evidence of program and teacher goals; some student success after graduation
Provide special program features; connect French to the community	Three or more program features per school that connect French students to outside resources & provide language practice outside of the classroom; one must be National French Contest or <i>Société Honoraire</i>	Two program features per school that connect French students to outside resources & provides language practice outside of the classroom; one must be National French Contest or <i>Société Honoraire</i>	One program feature per school that connects French students to outside resources & provides language practice outside of the classroom; preferably National French Contest or <i>Société Honoraire</i>

** To receive the **distinction or honors** award, the school must meet **8 out of 10** indicators in a column. None may be off the rubric. *Example: Distinction* may have 8 in column 1, one under column two, and one under column 3. **Exemplary** may have **9 out of 10**; one off.

An exemplary post-secondary program should:

Indicators	Examples	Outcomes
Maintain high enrollment in French classes over an extended period; show stability or growth; French program is an on-going visible presence on campus; faculty have good rapport with students.	<ul style="list-style-type: none"> • Classes have good numbers according to institutional criteria • Program has a history of success. • College/university has a language requirement • Appropriate faculty-student ratio with favorable student evaluations • Students continue with elective courses 	Course listing and enrollment figures over 2-4 years; student evaluations
Offer French major and minor (or graduate program) over an extended period of time with good enrollment	<ul style="list-style-type: none"> • Traditional French major • Innovative majors, emphasizing a special feature of French, such as culture, Business, Education • Double majors • Innovative minors • Innovative graduate programs 	Catalogue descriptions; enrollment figures
Participate in Interdisciplinary programs which require upper level French courses	<ul style="list-style-type: none"> • International Business or Technology • International /Global Studies • Innovative programs or courses 	Catalogue descriptions; enrollment figures
Demonstrate high faculty qualifications	<ul style="list-style-type: none"> • Faculty have appropriate degrees • Minimum of Advanced High on OPI scale • Faculty have regular experience in Francophone countries • Faculty is nationally or regionally recognized for their contributions in the fields of literary, cultural, linguistic, and pedagogical scholarship. 	Documentation
Implement Key Instructional Practices; provide strong Standards-based curriculum; engage in innovative practices based on current methodology	<ul style="list-style-type: none"> • Use French 90% (or more) in a comprehensible way; 100% in upper level classes • Engage students in pair and small group communicative activities • Use innovative activities in French • Integrate Standards into daily plan • Create innovative courses • Respect diverse learning styles 	Examples from syllabus, curriculum, and activities.
Administer standards-based, performance assessment(s) as entrance and exit requirements for major and regular assessment in courses	<ul style="list-style-type: none"> • Use performance-based testing with a rubric <ul style="list-style-type: none"> • Examples: IPA, SOPI, OPI • Standards-based course assessments 	Examples of test and rubric with results
Engage in faculty development through AATF and other professional meetings with institutional support	<ul style="list-style-type: none"> • Attend at least one local or national meeting; preferably AATF • Participate and present in state, regional or national meetings 	Verification of attendance
Demonstrate collaboration and support among department members, colleagues, administrators, and other institutions	<ul style="list-style-type: none"> • Meet regularly as a department to organize events, share teaching ideas, consider best practices, discuss the progress of individual students, and plan and implement curricular and co-curricular initiatives. • Maintain strong ties with other departments and institutions • Receive administrative support 	Department meeting minutes Letters from other departments Letters of support from administration and other institutions
Demonstrate self-evaluation and planning for faculty and department; motivate students to continue with French in graduate school and French-related careers	<ul style="list-style-type: none"> • Future goals to expand the program • Well-articulated faculty goals for professional development • Planning for future resources • Students continue with French in graduate school, workplace, or other contacts. 	Copy of strategic plan, self-evaluation, or goals letters from administrator reports from graduates
Provide special program features; connect French to the community	Activities that connect French students to outside resources & provide language practice outside of the classroom, such as study abroad programs, exchanges, National French Week activities, film festivals, French Honor Society.	Documentation with narrative of activities

Awards:

- Who may apply: any K-16 program with a four-year (high school) sequence or better, or a college/ university program with a major in French. All full-time teachers must be members of AATF.
- How to apply: Submit evidence as listed above on the application form by March 15 of current year.
- Who determines: AATF committee.
- Award given:
 - Exemplary schools will be featured on the Web site for two years, with the option of renewal, and noted at the National Conference.
 - Materials will be provided for local publicity.
 - School will receive a certificate and a plaque.
 - Department will receive a voucher for materials from AATF store.
 - Other awards may be added depending on number of applicants.

NEW! TROUSSE SCOLAIRE

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

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



_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, P.O. Box 2617, Carbondale, IL 62902-2617

QUEBEC AUTHOR GAËTAN BRULOTTE READS FROM HIS WORKS AT THE ACSUS BIENNIAL CONFERENCE

Thanks to an AATF Small Grant Award, Myrna Delson-Karan, AATF member and President of the Association for Canadian Studies in the U.S. (ACSUS), was able to invite the noted Quebec author Gaëtan Brulotte, to read from his works at the 2013 ACSUS Biennial, which was held last November. Brulotte is an award-winning, widely anthologized Francophone writer. Quebec-born, he has published over a dozen books so far, among which are *Le Client*, which was premiered at the Avignon Drama Festival in France. Some of his narrative works have been adapted for cinema, television, and stage. His works have been translated into many languages and have received critical acclaim throughout the world. The attendees at the ACSUS Biennial were indeed fortunate to have had the opportunity of hearing him present his work in a charming manner, filled with wit and good humor. ACSUS is truly grateful to the AATF for supporting Brulotte's presence, which was a highlight of this ACSUS Biennial.

Myrna Delson-Karan
President, ACSUS
[delsonkaran@yahoo.com]

QUICK FACTS

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

[www.frenchteachers.org/quickfacts.doc]

**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.

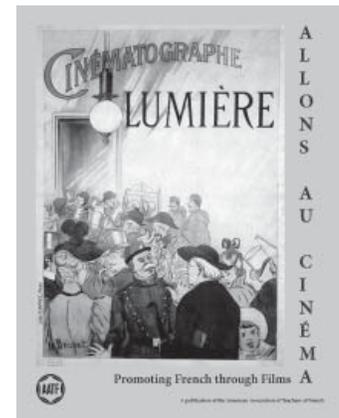
_____ *Allons au cinéma* x \$25 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, P.O. Box 2617, Carbondale, IL 62902-2617



VENEZ NOUS REJOINDRE À SAGUENAY, QUÉBEC EN 2015

Le prochain congrès de l'AATF aura lieu du 8 au 11 juillet 2015 dans la ville de Saguenay, Québec.

Histoire de la Ville

Saguenay se situe à deux heures et demie au nord de la ville de Québec et à cinq heures au nord-est de Montréal. Il a été formé en 2002 par la fusion des villes de Chicoutimi, de Jonquière, de la Baie et de plusieurs villes plus petites et compte aujourd'hui une population d'environ 147.000 habitants. La ville est à 98% francophone.

La Rivière Saguenay traverse la ville pour passer par le fjord du Saguenay avant de se jeter dans le Saint-Laurent à Tadoussac. La rivière est un mélange d'eau douce qui descend vers la mer et d'eau salée qui remonte avec les marées jusqu'à la ville. Le fjord du Saguenay est un site d'une exceptionnelle beauté à ne pas manquer. On peut faire des croisières sur le Saguenay et sur le Saint-Laurent à l'embouchure du Saguenay pour voir les bélugas qui s'y alimentent. En fait, en août dernier lorsque nous avons pris le traversier entre Rivière-du-Loup et Saint-Siméon, un peu en amont de Tadoussac, nous avons aperçu des nombreux bélugas qui avaient l'air de jouer dans le courant.

Juste au nord de la ville de Saguenay se trouve le Lac-Saint-Jean, alimenté par plusieurs petites rivières, et qui déverse dans la Rivière Saguenay. Un haut lieu de vacances estivales, on trouve des endroits à visiter comme le site historique de Val-Jalbert, ancien village de compagnie construit autour d'une usine de pâte à papier à côté des chutes de la rivière Ouatouchouan et abandonné à la fermeture de l'usine en 1927, aujourd'hui devenu site historique animé par des personnages en costume d'époque; le zoo de Saint-Félicien où les animaux sont en liberté et les visiteurs dans des cages; ou encore la Musée Louis Hémon à Péribonka. Surtout n'oubliez pas la saison des bleuets.

Hôtel

Le congrès se tiendra à l'Hôtel Montagnais, un hôtel indépendant avec un centre de congrès exceptionnel ainsi que des activités pour toute la famille [www.

lemontagnais.qc.ca/index.php]. Les tarifs que nous avons négociés pour les chambres varient entre 104\$ et 144\$ Can. selon la catégorie de chambre sélectionnée ou entre \$114 et \$184 Can. avec petit déjeuner (ou déjeuner comme ils disent au Québec). Vous trouverez plus de renseignements dans le prochain numéro du *National Bulletin*, y compris comment procéder à votre réservation.

À quelques pas de l'hôtel, vous trouverez des restaurants allant de McDonalds

le Musée du Saguenay et l'oeuvre de l'artiste local Arthur Villeneuve ou encore le Musée du Fjord à la Baie avec sa visite virtuelle du fjord et son aquarium. Les visiteurs peuvent magasiner dans les boutiques et librairies de la ville. En soirée, ils peuvent déguster la cuisine locale et participer aux nombreux festivals ou concerts organisés tout le long de l'été [http://tourisme.saguenay.ca/fr/activites-et-attraits/circuits-et-tours-guides/autobus-touristique/horaire-des-circuits].

La Fabuleuse

La Fabuleuse Histoire d'un royaume est un spectacle, commencé en 1988, et depuis vu par plus d'un million de personnes, qui raconte l'histoire du Royaume du Saguenay, ainsi appelé par Jacques Cartier. C'est «un immense fresque relatant l'histoire du Québec» depuis les Amérindiens, à travers les visites de Cartier et de Champlain jusqu'à nos jours. La centaine de comédiens sont tous des habitants de la ville. L'inscription au congrès de

l'AATF comportera une soirée inoubliable pour voir *La Fabuleuse*.

Accès

Il y a un certain nombre de vols directs à l'aéroport de Bagotville qui dessert Saguenay, mais il est important de réserver bien à l'avance pour avoir des tarifs intéressants. Les congressistes qui préféreront atterir à Montréal ou à Québec pourront faire la dernière partie du trajet en voiture ou en autocar. En plus des liaisons régulières, l'AATF organisera des navettes exprès pour les congressistes à partir de l'aéroport de Québec. Pour plus de renseignements concernant l'accès à la ville de Saguenay, consultez [http://tourisme.saguenay.ca/en/infos-pratiques/acces-a-saguenay/].

Pour ceux qui voudraient venir en voiture à plusieurs, Saguenay se situe à 326 miles de Portland, ME ou à 415 miles de Boston ou d'Albany, NY.

Le comité local travaille déjà pour assurer que vous profiterez pleinement de votre séjour dans la région et pour mettre en évidence tout le long du congrès l'histoire, la langue et la culture saguenéennes.

Pour les renseignements les plus à jour, consultez [http://www.frenchteachers.org/convention].



à une microbrasserie à des restaurants plus élégants, deux supermarchés, une pharmacie et même un magasin Archambault. Il y a un réseau de bus qui dessert la ville ainsi que le petit bus touristique décrit ci-dessous. Donc même si vous n'avez pas votre propre voiture, vous pourrez profiter de tout ce que la ville offre.

Programme

Nous prévoyons un programme de qualité avec des présentations et ateliers animés par les membres de l'AATF, bien sûr, mais aussi en profitant des intervenants, professeurs et experts locaux. Si vous souhaitez soumettre une proposition, vous pouvez le faire en ligne à [www.frenchteachers.org/convention/proposal/].

Activités

Les trois arrondissements de Saguenay (Chicoutimi, Jonquière et la Baie) offrent en été une vie culturelle riche et animée. Le petit bus touristique permettra aux congressistes de profiter de l'histoire et de la culture de la ville en visitant les musées comme celui de la Petite Maison Blanche, rescapée des grandes inondations de 1996, celui de la Pulperie (en photo) qui héberge actuellement

DIVING INTO FRENCH: *PLONGÉE FRANCOPHONE*

How do you improve your French language skills without going to France? Attend a French Immersion weekend in North Carolina!

That is what 29 students and teachers from Broughton High School in Raleigh, Roanoke Rapids High School, and Franklin Academy High School in Wake Forest did this past April.

The weekend gave French students an opportunity to immerse themselves completely in the French language. Students played games, went on scavenger hunts, watched movies, made *crêpes*, ate meals,

wrote poetry, listened to presentations, learned a traditional dance, sang traditional songs...all in French!

How did the teachers convince the students to come? "My parents had signed me up for the trip, and until we arrived there I had mixed feelings about it; but now reflecting back I see that I grew more in French, and made some awesome new friends to help me along the way. I am looking forward to the next few years in French, and going on the trip," said Taylor Kassay of Franklin Academy.

"It was important to me to organize this weekend because our opportunities to practice French outside of the classroom are so limited. I wanted to give students the chance to be completely immersed in the language without having to spend the money to go overseas, because so many of our kids just don't have those means. The time constraints of daily class routines are not long enough to allow the students to really use their skills and improve upon them," said Franca Gilbert, French teacher and organizer at Franklin Academy.

One student, Zeke Love, from Broughton High School, had this to say: "This French Weekend was one of the best

experiences I've had in my life. One of the best ways to learn a language is to be restricted to speak it and only it. And to have that restriction placed on you in a group of people passionate about the language, with coordinators who are fluent in the language and willing to help those not as proficient, and in a comforting environment for an entire weekend was truly a liberating experience for me. It offers a rather cheap alternative to actually going to France; great people, plenty of activities, and the chance to connect with other students from other schools that you might have never known otherwise. I can only hope that it gets bigger and better next year!"

Franca Gilbert, Franklin Academy High School, Jeff Pageau, Roanoke Rapids High School,



were one-of-a-kind event. Jeff and Franca also serve as Advocacy Co-Chairs for the North Carolina AATF Chapter.

This weekend was made possible by grants from the AATF, North Carolina Chapter, Franklin Academy Parent Group (FAPS), Franklin Academy Box Top Funds, and Marc and Marlina Kassay, parents of students at Franklin Academy. We also received gift certificates. These certificates were given to the students as prizes.

Franca Gilbert 🌸
Co-Coordinator
[gilbertf@franklinacademy.org]

AATF ON-LINE STORE
www.frenchteachers.org

FRENCH ADVOCACY IN A NUTSHELL

The AATF has a Commission on Advocacy to defend your French program, whether you are a member or not. We have a Web site to explain our goals and objectives entitled "Ideas for French Language & Culture Advocacy" in the U.S. [www.utm.edu/staff/globeg/advofr.shtml] with a number of state-specific Web sites and informational databases linked to it.

What do we do? We work with you to develop a group of local and state allies (at school, in business, in the local and state political scene, among parents, etc.). We help you develop a corpus of local-specific knowledge and give you state-specific reasons why French is important. Among these allies, in most cases we can put you in contact with a chapter advocacy team.

What kind of knowledge do we offer? Recent economic, demographic, historical knowledge about your state that can be openers with power brokers or part of a winning argument in a debate. We offer the addresses of valuable contacts from consulates, state supervisors, your state's AATF chapters, regional chapters of the *Alliance française*, and many more.

What else will we do? We will help you create a game plan, and then play an appropriate role in its execution. Though we cannot guarantee to thwart the bad guys, we can be your best chance to save a good program, provided you let us know early enough. Of course, AATF members receive regular news of what we are doing through our paper publications and on our Web site [www.frenchteachers.org].

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 28 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].

FINAL REPORT ON THE 2014 AATF FRENCH IMMERSION DAY *LA JOURNÉE INTENSIVE EN FRANÇAIS*

The sixth annual AATF French Immersion Day for high school students, *La Journée intensive en français*, took place on March 1, 2014. It was a tremendous success. This year we accepted 87 student-participants from 21 different high schools and eleven teacher-participants. (Ten of the teacher-participants attended in order to accompany their students, whereas the eleventh one was there to check the program out for his students for next year.) Our immersion program has become so popular in Chicago and its suburbs that we had 38 students on our waiting list when the registration deadline arrived! We are sure that those 38 students will be the very first to register for next year's event.

Without a doubt we couldn't have had an immersion day without having motivated and eager-to-participate students. However, having a well-run and successful immersion is another story. The success for our immersion was ultimately due to the entire staff: directors (2), teachers (4), and assistants (12), working together as a team. The staff's love for the French language and culture, their ability to inspire participants to remain in the language for the entire day, their *esprit d'équipe* as they worked at the pre-immersion prep meeting weeks before the event stuffing folders, deciding which *objets* to use for our "Devinez l'objet dans le sac" activity, dividing up prizes for those students who speak French the entire day, choosing students for each group based on their levels in school, creating passports, etc., their enthusiasm for the immersion as evidenced in their work on the day of the event, all added up to facilitate the smooth running of the actual immersion day.

Not only did we need students, directors, and staff to carry out this *Journée intensive en français*, but we needed a venue that would be appropriate for it. We have been fortunate for the past three years that Dean Jeffrey Carlson of Dominican University has offered its facilities to us. In addition, Dave Carlson, director of Scheduling and Event Services, has given us a tremendous amount of help during this time fitting us into Dominican's busy school-year scheduling, assigning us smart classrooms, and reserving for us Dominican's beautiful medieval looking Social Hall for our large group activities. He has also made available AV technicians, janitorial staff for room set-up, and the services of the lunch coordinator. Dr. Beth Landers of the French Department

eagerly joined our staff this year helping out with all aspects including lending her expertise to our assistant director, Lisa Nordstrom, in creating our newest activity—*Une Chasse aux trésors*—which was well received. Dominican's lovely setting and qualified staff certainly added to the success of our program.

Each year the immersion staff offers new classes so that students can attend the immersion two to three years in a row. This year our staff offered the following classes: "Goûtons voir si les fromages sont bons" et "Découvrons la belle Provence" attended by Groups A and B; "La Belgique et son chocolat" et "Le Temps des cathédrales" attended by Groups C and D. Each class revolved around a cultural topic with communication being the central focus. Each group of students had an opportunity to *déguster* a food for which a French-speaking country was well known, either *chocolat* from Belgium or *fromage* from France. In the other two classes students had an opportunity to participate in hands-on activities. In "Le Temps des cathédrales" one of the activities was to create one's own stained glass window (with special paper and cellophane, not glass and lead!) whereas in "Découvrons la belle Provence" students were able to touch, smell, and view objects from Provence while discussing them in small groups.

The day began with activities run by the 12 assistants who are all French teachers (two from middle schools, 7 from high schools, and 3 from the university level.) These activities, whose aim was to get students comfortable with speaking French, took place in the Social Hall. They registered and then passed through customs. They then "bought" *un croissant et un chocolat chaud* at the Café and sat down and chatted with their friends and made new ones. Once their food was finished they then were able to play French table games. We had many from which they could choose. It was only after all these activities were completed that we made them say and then sign our pledge to speak only French the entire day. They were amazed that they had already been speaking French since their arrival without our having forced them to! The afternoon was filled with a variety of activities: the performance of skits that they had prepared earlier in the day, our new activity *La Chasse aux trésors*, French and Canadian folk dancing, and singing. The day ended with our

Distribution des prix for those who made the monumental effort to speak French all day! Everyone received a prize! Before departing, all the participants completed an evaluation.

The majority of the participants gave a 5 (strongly agree) to the evaluation questions asked about the classes and activities. By far the most fun activity for the students was the *Chasse aux trésors*. It will definitely be recreated next year for our seventh Annual French Immersion Day!

We want to thank AATF for the Small Grant that we received. We truly could not have carried out this event without it. We thank the Chicago/Northern Illinois AATF Chapter for their grant, which allowed us to seek a national grant, and for all the positive support and encouragement that Robin Jacobi, President, and the rest of the Executive Council have given us again this year.

La Journée intensive en français lasted only a day. However, its effects are continuing well into the school year and we trust beyond. The many hours, days, and months of work that went into its preparation by so many people were well worth it because of its lasting positive outcome.

Donna Czarnecki
Director
[cdczarnecki@sbcglobal.net]

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*, P.O. Box 2617, Carbondale, IL 62902-2617; phone: (607) 821-2120; fax: (815) 310-5754; e-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

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

PROMOTION OF FRENCH (MEDIA)

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

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

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

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

PROMOTIONAL FLYERS (sample copy available on request)

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

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

AATF PROMOTIONAL ITEMS

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

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

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

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

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

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

TEACHING MEDIA

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

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

MEDALS AND AWARDS

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

Fleur-de-Lys Medallion, 1-in. silver, laurel wreath border with raised fleur-de-lys. \$7.50 each or 3 for \$18 (\$10 each or 3 for \$21).

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

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

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

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

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

Promoting FLES* Programs ('04) \$9

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

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

Attracting French FLES* Students ('96) \$9

Other titles: **Reaching All FLES* Students** ('95) \$9

FLES* Methodology I ('94) \$9

Expanding FLES* Horizons ('93) \$9

Evaluating FLES* Programs ('92) \$9

Implementing FLES* Programs ('91) \$8

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

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

Send your check or school purchase order to: AATF Materials, P.O. Box 2617, Carbondale, IL 62902-2617; [aatf@frenchteachers.org]. Prices valid through 6/30/15.

2015 ISE "LANGUAGE MATTERS" AWARD

The AATF is pleased to announce that Intercultural Student Experiences (MN) will again recognize an outstanding high school teacher of French at the AATF annual convention in Saguenay, Quebec in July 2015. Previous recipients of this award are Marion (Mimi) Hagedorn (KY) in 2005, Davara Potel ♣ (OH) in 2006, Donna Czarnecki (IL) in 2007, Teresa Lambert ♣ (KY) in 2008, Beth Pierce ♣ (MS) in 2009, Megan Iranpour ♣ (KY) in 2010, Dawn Young (NC) in 2011, Kadidia Doumbia (GA) in 2012, Sarah Sexton (CO-WY) in 2013, and Tripp DiNicola ♣ (VA) in 2014 (see page 15).

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

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

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

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

abilities in French, students' achievements, and student exchange/travel experiences, as well as other immersion experiences outside the classroom.

Deadlines: The nominee's dossier must be received by **February 1, 2015**. It should be sent electronically in .pdf or Word format to [abrate@siu.edu]. The recipient of the award will be notified by April 1, 2015. The award will be presented during the AATF Convention in Saguenay, Quebec, July 8-11, 2015. Questions about this award should be directed to [abrate@frenchteachers.org]. For more information in ISE visit [www.ise.mn.net].



THE AATF ANNOUNCES FUTURE LEADERS FELLOWSHIP PROGRAM

When: July 6 & 7, 2015

Where: Hôtel Montagnais, Saguenay, Quebec

Proposed Schedule:

July 5: Arrival in Saguenay

July 6: Leadership Sessions, Working Dinner

July 7: Breakfast/Lunch/Leadership sessions. Janel Lafond-Paquin, Chair of the AATF Commission on Middle Schools, and a team of AATF leaders are planning and will facilitate the day-long workshop. Evening Reception with AATF Executive Council.

July 8: Introduction of Fellows at Opening Session of the Saguenay Convention.

July 8-11: Fellows attend Convention in Saguenay.

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

NEWS FROM THE SOCIÉTÉ HONORAIRE DE FRANÇAIS

This fall chapter sponsors of *la Société Honoraire de Français* (SHF) will be asked to vote to accept a revised SHF constitution. AATF Past-President Ann Sunderland recently headed a committee that made recommendations to change certain aspects of the constitution, including the development of a junior society for middle and elementary school students. The recommended changes were introduced to SHF sponsors in attendance at the annual meeting in New Orleans. All sponsors are asked to watch for their fall issue of *L'Élan* for further details. The new constitution will also be posted on-line at [www.frenchteachers.org/shf]. Voting to accept the recommended changes to the constitution will take place electronically.

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

Time Line:

December 15, 2014: Deadline for fellows Applications

February 2015: Announcement of fellows selected and alternates

Requirements for Applicants:

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

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



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, P.O. Box 2617, Carbondale, IL 62902-2617. 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 6/30/2015

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: _____

HANDS-ON PRACTICE AND L2-FRENCH APPROPRIATION THROUGH SERVICE-LEARNING

Traditionally learning a foreign language (L2) happens in the classroom. No matter what instructional method is used, the classroom is still the limited space of most learning environment. In the past decade, the idea of sending students into the community has become a popular hands-on teaching and learning experience, particularly with social studies. However, the field of foreign languages can find its place in this concept of serving the community, bringing the outside world to learners. This is also a wonderful opportunity for recruitment within our programs but also from our surrounding community. Before mentioning potential projects for French service-learning projects, it is important to define service-learning and hereafter justify it in regard to foreign languages.

What is service-learning?

The Standards of Quality for School-Based and Community-based Service-Learning (Alliance for Service-Learning in Education Reform, 1995) define service-

French-language skills. Several studies have shown that learners who are exposed to native speakers of their own L2 or who are using their L2 outside the classroom feel more motivated (Grim, 2010, 2011a, 2011b). It creates opportunities for authentic conversations, for meaning negotiation, for authentic input in unique contexts, for appropriation of the L2.

What types of programs?

Although our focus here is French, service-learning is applicable for any foreign language and can be done at most secondary and college levels. Indeed, with their teachers' supervision, middle and high school students can get involved in social organizations and community services that support migrant populations and can use their language skills to make them and their children feel welcome. Particularly to French, students can organize reading programs in local libraries for small children. High school students can team-teach an

organized and creating new knowledge. Due to the nature of service-learning, the student involved in any project takes charge of his or her learning, in part due to the depth of commitment, but also because of the preparation they ought to do to serve. Regarding foreign languages, when one has to deliver a message, either in a teaching situation or in a more intimate relation (such as giving one-on-one attention to a newly arrived person), they are using their language skills as they wish, with little or without any monitoring from the instructor and with a certain appropriation of their learning. The appropriation theory (Hung, 1999) explains that from social and cultural input, new knowledge is integrating into current representations. The process starts from dependency to independence of knowledge (Hung, 1999). Again, service-learning allows this to happen from social and cultural experiences and transforming new knowledge into acquired knowledge.

...integrating learning into a community-based project helps students reach a new perspective on their role as second language learners....

learning as an integration of "curricular concepts with 'real-life' situations", which equips students with analytical, evaluative, critical-thinking, synthesizing, and problem-solving skills (p. 2). Students are in the midst of a community and put in action the curriculum they acquire (Terry & Bohnenberger, 2007), while receiving opportunities to be engaged "in responsible and challenging actions inside and outside the classroom" (Morris, 2001, p. 245). While the community is served through a multitude of actions and situations, students are in the center of active learning (Gascoigne Lally, 2001). From learning that takes place in the classroom, learners can bring it outside of the classroom in a multitude of projects involving L2 use.

How is French relevant with service-learning?

Due to the nature of service-learning, students are brought out into the "real" world. When considering their French learning experience, one main limitation is an exposure to authentic practices. Although many educators attempt to simulate authentic conversations and situations, in most cases it stays quasi-authentic and never real. Service-learning has been one positive manner to bring students outside the classroom to encourage them to genuinely use their

elementary-school level class along with a college student; together, they can also partner in diversity-oriented programs such as puppet shows presented to schools or programs targeting cultural integration. Besides being involved in local organizations as their younger peers are, college students can create lesson plans and teach for community schools in after-school programs; they can get involved in retirement homes to expose the elderly to French and the multiple cultures attached to the language; they can participate in language camps; and depending on the geography, they might be able to offer their help in interpreting, translating or introducing their own culture to newly arrived migrants. Although Spanish has the most diverse offerings for service-learning programs (Mollica, Nuessel and Cedeño, 2004), French, as well as other languages, can easily find a place in educational programs.

Giving charge to learning through service-learning

According to constructivist theory (Vygotsky, 1978), a learner acquires knowledge through experience, and learning is a continual and active process. Service-learning allows students to be faced with social interaction, decisions, planning and issues to be solved, all of these, allowing for knowledge to be re-

Benefits

The main advantages of these opportunities are that it not only serves the community through many angles but it allows students to practice what they have learned in real-life situations, it gives them confidence, it provides quasi-professional experiences, and they stay in charge of their language production. Goldberg, McCormick Richburg and Wood (2006) and McKenna and Rizzo (1999) mention how service-learning facilitates effective content teaching, encourages students to reflect on their experience, gives a deeper understanding and a concrete application of the content learned in class, increases the level of students' critical thinking, teaches independence in the real world, and provides students with a valuable experience. When looking at how service-learning enriches a learner's life, service-learning should be systematically included in any language program.

Conclusion

It goes without saying that for a teacher or school, the work involved in organizing service-learning activities is not to be underestimated. The value of service-learning is so worthwhile that French educators who truly want to provide authentic opportunities to their students and who want to help them be

in charge of their own learning should consider integrating service-learning in their classroom. Besides, integrating learning into a community-based project helps students reach a new perspective on their role as second language learners and deepens understanding of course content. The impact this program has goes beyond learning; it changes students, and provides a tool for recruitment as it highly motivates students.

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CALENDAR OF EVENTS

AMERICAN PRAGMATICS ASSOCIATION (AMPRA), October 17-19, 2014, Los Angeles, CA. Information: AMPRA, Web: [ampra.applling.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 2 00, 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: [scoldtj@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) INTER-

NATIONAL, 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].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH (AATF), July 8-11, 2015, Saguenay, Quebec. Information: AATF, P.O. Box 2617, Carbondale, IL 62902-2617; phone: (815) 310-0490; fax: (815) 310-5754; e-mail: [aatf@frenchteachers.org]; Web: [www.frenchteachers.org].

THE FRENCH REVIEW ANNOUNCEMENTS

The French Review welcomes articles for a Special Issue on "Alcools, drogues et visions: littérature et paradis artificiels—Gautier et le haschich, Verlaine et l'absinthe, Cocteau et l'opium, Michaux et la mescaline, Sagan et la morphine, Beigbeder et la cocaïne, mais aussi Hugo et les tables tournantes, voire l'écriture automatique des surréalistes."

This Special Issue will be published in May 2016. Scholars of literature, film, or cultural studies are encouraged to submit articles. Multidisciplinary approaches are welcome. Authors should consult our on-line Guide for Authors for the formatting requirements: [frenchreview.frenchteachers.org].

Submitted articles should be sent to the Editor in Chief [edward.ousselin@wu.edu]. Deadline for submission: **August 1, 2015.**

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What's New in the French Review?

Vol. 88, No. 1 (October 2014)

Articles in this issue include the titles below and more:

- The Study of Sixteenth-Century French Literature in North America (Yandell et al.)
- Bloc-notes culturel: 2013, année du doute (Spoiden)
- The American Scene (version française): The Novel in 2013 (Cloonan)
- The Year in Poetry 2013: Transformations (Prevots)
- Le français en mouvement face à la norme (Jeanmaire)
- The Film Trailer Project: French Films as Textbooks (Rouxel-Cubberly)
- Marguerite Durand: un remarquable parcours insolite et didactique (Magnin)
- Negritude, Eurocentrism, and African Agency: For an Africentered Renaissance of Léopold Sédar Senghor's Philosophy (Thiam)
- "No Exit" in Racine's *Phèdre*: The Making of the Anti-Hero (Varney Kennedy)
- Publication, Authorship, and Ownership in Marie Jeanne Riccoboni (Kaplan)
- Teaching the Socratic Method Using Current News from Francophone Countries (Simard-Newman)
- Le Maghreb et le Maroc dans nos classes (Grim)

PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars (see page 27). 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].



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REMINDER: IMPORTANT DEADLINES AND DATES

- | | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| October 15 | Deadline for submitting film choices to the Commission on Cinema (see page 28) |
| November 1 | Deadline for voting in AATF Elections (see page 3)
Deadline for submission for the <i>January National Bulletin</i> |
| November 5-11 | National French Week (see page 17) |
| November 15 | Deadline for submissions for National French Week Poster and Video Contests (see page 21) |
| December 1 | Deadline for applications for the AATF Outstanding Administrator in French Award (see page 7) |
| December 15 | Deadline for submissions for proposals for the 2015 AATF Convention in Saguenay, Quebec (see page 27)
Deadline for submissions for the 2015 Future Leaders Fellowship Program (see page 39) |
| January 20 | Deadline for applications for the ASFAP Scholarship (page 3) |
| February 1 | Deadline for applications for ISE Language Matters Award (page 39) and Ludwig Excellence in Teaching Awards (page 18) |
| February 15 | Deadline for applications for AATF Summer Scholarships (see November issue) |
| March 15 | Deadline for applications for the Exemplary French Program (see page 31) |
| July 8-11 | AATF Convention in Saguenay, Quebec (see page 35) |
| August 1 | Deadline for submission for the special issue of the <i>French Review</i> (page 43) |

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; Fax: (618) 453-5733; E-mail: [shf@frenchteachers.org], or from the AATF Web site at [www.frenchteachers.org/shf].