



## AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

## French Immersion "au bord de la mer" Creates New Community

Start with a core group of talented, devoted, and experienced volunteer French immersion instructors. Place them in a beautiful, isolated, rustic seaside setting on the coast of Maine at the end of September. Make sure there is a big comfortable lodge with a fireplace and a well-equipped, bright and modern kitchen. Add about 45 willing and enthusiastic participants of varying ages, walks of life, and levels of French language proficiency. Stir in donations from local farmers, gardeners, and food producers. Warm the scene with a variety of fun and relaxing activities designed both to awaken the senses and increase the comfort level of the participants, and *voilà*: a new Francophone community is formed!

From Friday evening until Sunday morning, a new French-speaking community sprang up at the University of Maine's Blueberry Cove Camp in Tenants Harbor. This was the 7<sup>th</sup> annual collaboration between sponsor Penobscot Language School, Program Coordinator Julia Schulz, and Chelsea Ray, University of Maine-Augusta (UMA). Other support came from an AATF Small Grant and scholarships provided by the Maine AATF Chapter, French at UMA, and the University of Maine-Orono Modern Languages Depart-

ment. In-kind contribution of food came from local producers, other local farmers and gardeners, grocery stores, businesses, and the instructors.

The weekend language camp immersion concept was begun at Penobscot School in 1991 and has been held in various rustic locations over the years in Spanish, German, Chinese, in addition to French.

Among the 60 in attendance this year (see photo above) were five high school students from Maine and Massachusetts; nine full-time university students from UMAugusta, UMOrono, and UMFarmington, at least three of whom are training to become French teachers; three French students from the *Université de Bretagne Occidentale* who are spending a year studying at UMA; seven French teachers, including two who brought along their young bilingual daughters; adult French language enthusiasts (18 altogether, aged 21 to 69); seven volunteer instructors and one volunteer chef; and special invited guest presenters, including Master Caller and musician Cindy LaRock and her troupe of French-Canadian/Franco-American folk musicians. Half of the group had already participated in at least one previous French immersion weekend.



## National Bulletin

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An outside observer would have been hard pressed to identify the "teachers" and the "students" in this mixed and informally organized community. High schoolers helped adults with vocabulary and grammar; a French teacher and an adult learner co-taught a workshop on knitting. A high school senior played penny whistle with the band. Long-time instructor Charles Hicks used the 4-H Earth Connections curriculum (which he had translated into French) to explore ecology and animal habitats. He also played "le frisbee ultime" and supervised the creation of croissants, freshly baked for Sunday breakfast. An adult student instructed in basic rhythms and dance steps of North African folklore. A veteran Maine French teacher and a new Mainer teamed up to present their experiences living in Côte d'Ivoire and Djibouti.

During these activities and many others, participants were doing much more than practicing French. They were meeting across generations, sharing and helping each other, and giving encouragement as each gained the confidence to speak. French teachers and would-be teachers compared notes and exchanged ideas for lessons and immersion teaching and learning strategies. Teachers attending with their students exposed the students to "daily life" language and culture of French-speaking societies outside the classroom. In the specific case of Professor Ray, a bond was created among students on campus and distance learners as well as with the visiting exchange students from France. Everyone explored new and unfamiliar aspects of North American French culture and the cultures of the greater Francophone world.

An informal survey showed which activities participants enjoyed for

the very first time at this French immersion weekend: making (and eating) *galettes bretonnes*, singing French sea shanties, playing *pétanque*, preparing croissants from scratch, dancing North African style, learning to knit, folk-dancing to French-Canadian music, playing Mölkky (a popular beach game), performing in a puppet show in French.

And what else do participants gain as a result of joining this community? One adult summed it up this way:

*C'était merveilleux! Avant le week-end, j'avais peur de parler avec les francophones. Mais maintenant, j'ai la confiance, bien que je sache que je ferai les erreurs. Cette semaine, j'ai téléphoné à un hôtel à Québec et j'ai fait les réservations EN FRANÇAIS!*

The secret ingredient to this successful weekend is the participants themselves, who bring their openness and curiosity, their sense of humor, and their love of the French language. Those who return year after year do so because of the fun activities, new opportunities for learning, great food, and the chance to meet wonderful, like-minded people.

For more information about *Le Français au bord de la mer*, contact Julia Schulz [julias@language revival.com], Chelsea Ray [chelsea.d.ray@maine.edu], or Joan LeMole, Executive Director of Penobscot Language School [joan@penobscot.us]. Find us on Facebook at: [https://www.facebook.com/2016immersion].

Julia Schulz  
Program Coordinator



AATF Twitter / Facebook @AATFrench

## AATF NATIONAL BULLETIN

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



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## ESSAGE DE LA PRÉSIDENTE

### L'AATF OU LES SECRETS DE LONGÉVITÉ

L'AATF est désormais nonagénaire. Quelle vieille dame, pourrions-nous dire, elle fête ses 90 ans en cette nouvelle année 2017, et que de bougies à souffler! En effet, et du côté nord américain, l'AATF partage encore l'année d'anniversaire de l'acteur Sidney Poitier et de Jean Coutu, le célèbre pharmacien et homme d'affaires québécois. Côté français, la femme politique ancienne ministre rescapée de la Shoah Simone Veil, l'acteur en scène Robert Hossein et les grandes voix de la chanson Juliette Gréco et Gilbert Bécaud sont tous nés il y a 90 ans. Eux aussi fêteront leur anniversaire, étant nés en 1927 comme notre organisation professionnelle, l'*American Association of Teachers of French*.

L'année 1927 laissa peu de traces géopolitiques importantes dans l'histoire des années d'entre-deux-guerres. Pourtant plusieurs événements qui se produisirent cette année-là chan-

à Paris, alors qu'il n'avait que 10 ans. Le même Ménéhin allait jouer pour les troupes américaines pendant la deuxième guerre mondiale, les soldats alliés, et aussi les survivants du camp de concentration de Bergen-Belsen après sa libération pour ensuite venir jouer au Philharmonique de Berlin avec Furtwängler. Plus tard l'amitié et le travail de collaboration entre Yehudi Ménéhin et Stéphane Grappelli, le grand jazzman violoniste français, allaient nous laisser des albums mémorables, et je vous encourage à écouter leur version des «Feuilles d'automne», disponible gratuitement sur YouTube («Autumn Leaves»). 1927 voit aussi la sortie du premier film sonore et musical américain, *Le Chanteur de Jazz*, alors que l'Europe ne viendra au cinéma parlant que deux ans plus tard. Enfin, 1927 est marquée par la publication de *Promenade au phare*, de Virginia Woolf, et la parution du dernier tome d'*À la*



vailent avec assiduité et détermination. Nos programmes phares, de La Semaine du Français au Grand Concours, en passant par nos Programmes Exemplaires, la Société Honoraire de Français et les Jeunes Amis du Français, les Concours de vidéo et d'affiches, œuvrent dans les tranchées, et encouragent nos élèves à non seulement travailler avec rigueur, progresser dans leur maîtrise de la langue, mais aussi à découvrir le monde francophone avec passion. Enfin, le travail sur le terrain que nous accomplissons collectivement est extraordinaire.

*Soutenons-nous dans cette mission et dans l'amitié unique qui nous unit, toutes et tous, au sein de notre organisation et grâce à elle.*

gèrent notre vision du monde, grâce au pouvoir de la communication et à celui de la musique et des mots. Certains de ces mêmes événements contribuèrent à tisser la matière des échanges francos-américains, le dialogue des cultures, et l'humanité qui rapproche nos deux nations et cultures.

C'est en mai 1927 que l'aviateur américain Charles Lindbergh se posa tout près de Paris, ayant réussi la première traversée de l'Atlantique sans escale et en solo, depuis la ville de New York, à bord de son avion le *Spirit of Saint Louis*. Ce 21 mai deux cent mille personnes se bousculèrent à l'aéroport du Bourget pour l'entrevoir, dans l'euphorie. Quelques mois plus tôt le service téléphonique reliait les États-Unis à l'Europe, au moyen de câbles traversant l'Atlantique. Le 6 février 1927, Yehudi Ménéhin, violoniste classique et enfant prodige né à New York, donnait son premier récital, salle Gaveau,

*recherche du temps perdu, Le Temps retrouvé*, des œuvres monumentales et modernes qui bouleversent encore aujourd'hui notre relation à l'écrit, à l'écriture et à la conscience, au voyage intérieur.

Il est difficile de concevoir, dans ce contexte, que notre association est en effet toujours bel et bien en place et vivace. 1927 est si loin de nous. Mais aujourd'hui, en 2017, l'AATF maintient sa présence et constitue la plus grande association nationale de professeurs de français au monde. Même si les dons demeurent d'une importance critique, nos finances sont saines, nous permettant de soutenir notre mission grâce à des bourses. Nos publications, la *French Review*, le *National Bulletin*, les *AATF Convention Proceedings*, nous honorent de part leur qualité. Notre congrès annuel encourage de nouvelles pédagogies, tout en promouvant le dialogue et l'amitié entre enseignants. Nos Commissions et les chapitres locaux tra-

Comme nos congénaires AATSP et AATG, nées il y a même plus de 90 ans, nous évoluons au fil du temps, progressons, avançons. Plus que nous nous penchons sur notre passé, nous nous tournons vers l'avenir, en soi la force et l'élan de notre profession. Mais notre résistance et notre ténacité émanent de notre longue existence et des graines qu'ont semées tous nos enseignants de français et nos membres de l'AATF, toutes celles et ceux qui nous ont précédés dans la salle de classe et au sein de notre organisation au fil du temps, depuis tant d'années.

Alors que nous célébrions notre 80<sup>e</sup> anniversaire il y a exactement dix ans, Jayne Abrate, notre Secrétaire Générale, nous rappelait<sup>1</sup> qu'au-delà de notre appréciation pour le français, nous sommes unis et portés par notre vocation d'enseignant, nos valeurs, mais aussi par la mission de notre association. L'AATF se donne pour

vocation de soutenir notre enseignement et nos membres. Notre raison d'être est d'encourager l'étude de la langue française et des cultures francophones, de privilégier le dialogue entre les cultures, de façonner un esprit collaboratif entre collègues et au sein de nos communautés francophones diverses, de défendre et de promouvoir la cause du français, de développer les savoirs liés à la francophonie, qu'il s'agisse de culture, civilisation, histoire, linguistique, pédagogique, littérature, cinéma. Dix ans plus tard, en 2017, le cœur que nous mettons à la tâche est intact. Notre mission est inaliénable.

Soutenons-nous dans cette mission et dans l'amitié unique qui nous unit, toutes et tous, au sein de notre organisation et grâce à elle. Poursuivons nos efforts, progressons, avançons toujours dans nos pratiques, notre enseignement, nos idées, nos points de vue. Épaulons-nous. Encourageons nos élèves et de nouveaux professeurs à enseigner le français. Sans relâche, continuons à œuvrer pour la promotion du français en Amérique du Nord.



Joyeux Anniversaire, AATF! Santé!

Catherine Daniélou  
Présidente  
[danielou@uab.edu]

#### Notes

<sup>14</sup>"The Importance of a National Professional Association of French," in Mel B. Yoken, ed., *Breakthrough Essays and Vignettes in Honor of John A. Rassias* (NY: Lang, 2007) 3-8.

## THE AATF ANNOUNCES FUTURE LEADERS FELLOWSHIP PROGRAM

**When:** July 14-15, 2017

**Where:** Hyatt Hotel, Saint Louis

### Proposed Schedule:

July 13: Arrival in Saint Louis, Welcome Get Together with Executive Council

July 14: Breakfast/Lunch/Leadership Sessions, Working Dinner

July 15: 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 16: Introduction of Fellows at Opening Session of the Saint Louis Convention.

July 16-19: Fellows attend Convention in Saint Louis.

**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 amount should be specified to the candidate and National Headquarters in writing. The application form can

be found at [www.frenchteachers.org/hq/leadership.htm].

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

### Time Line:

February 2017: Announcement of fellows selected and alternates

### Requirements for Applicants:

1. Must be willing to attend the entire AATF convention in Saint Louis.
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 Saint Louis 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].

## Découvrez Saint-Louis!

### Congrès annuel de l'AATF du 16 au 19 juillet 2017

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Je vous souhaite un heureux et prospère 2017. Si vous n'avez pas encore renouvelé votre adhésion, je vous encourage à le faire maintenant. Si vous voulez participer au Grand Concours, à la Société Honoraire de Français (pages 8, 40), à la nouvelle société des Jeunes Amis du Français (page 29) ou enfin au congrès de Saint Louis (page 11), il est important de vous occuper de votre cotisation à l'avance. En moyenne, il faut entre 10 et 15 jours pour traiter une cotisation.

## Pourquoi devenir membre de l'AATF?

Il suffit de parler aux membres qui assistent à un congrès de l'AATF et deviennent par la suite des habitués, aux professeurs qui inscrivent régulièrement leurs élèves au Grand Concours et à la Société Honoraire de Français et qui créent une tradition d'excellence

La meilleure défense pour un programme est une offensive planifiée et soutenue. Pensez à soumettre votre candidature pour l'*Exemplary Program Award* (page 12). Ne restez pas dans un coin en espérant que tout ira bien.

Aidez-nous à contacter tous les professeurs de français. Envoyez-nous les noms de membres potentiels à [recruit@frenchteachers.org].

## Advocacy

Si vous vous sentez nerveux quant au soutien de vos administrateurs, familiarisez-vous avec les ressources suivantes à [www.frenchteachers.org]:

- *Advocacy First-Responder Kit*: une abondance de ressources, statistiques, conseils et appuis pour venir en aide aux programmes en danger;
- *Advocacy Depot*: des liens utiles vers des ressources pour la défense du français, des sites consacrés à plusieurs

monter des campagnes de défense, pour convaincre des décideurs et pour contacter les élus.

Notre Commission pour la Défense du français est prête à venir au secours des programmes directement menacés. N'hésitez pas à faire appel à nous.

## Nouveau moyens de communication

En plus du site Web où vous trouverez maintes ressources promotionnelles et pédagogiques, vous pouvez régler votre cotisation, passer des commandes pour la Société Honoraire de Français, obtenir des documents publiés par l'AATF, vous inscrire au congrès et nommer un/e élève pour un *Outstanding Senior in French Award* ou pour l'*Excellence in French Award* (page 33) par le biais de notre magasin en ligne [https://store.frenchteachers.org].

L'AATF a une présence Facebook et Twitter [AATFrench]. Vous pouvez

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dans leur école ou bien, aux professeurs d'université qui soumettent un article ou un compte-rendu à la *French Review* et qui se retrouvent plus tard évaluateur ou même rédacteur de la revue. Il est étonnant de voir dans la liste des boursiers, des lauréats de nos différents prix, ceux qui profitent de cette expérience pour ensuite servir l'association. Une association comme la nôtre ne peut pas fonctionner sans l'appui de tous.

## Recrutement

La force de l'AATF vient de nos effectifs. Il est important que tous les professeurs de français, quel que soit le niveau, soient membres de l'AATF. De cette façon, nous pouvons mieux cerner la situation de l'enseignement du français, mieux défendre les programmes en difficulté et encore plus significatif, éviter les crises par des efforts de promotion soutenus. Il faut rester vigilants. Il est plus difficile de suggérer la coupure d'un programme qui brille par des activités, des prix, des projets innovateurs ou des échanges.

états avec des données historiques et économiques ainsi que des stratégies d'utilisation;

- *Advocacy Wiki*: échantillons de documents, lettres-types, articles sur la difficulté relative de différentes langues étrangères, données culturelles et économiques sur l'importance du français; témoignages d'anciens élèves; stratégies qui marchent;
- Archives du *National Bulletin*: articles sur la promotion du français, activités pour mettre en valeur le travail des élèves et des idées pour la célébration de la Semaine du Français mais qui pourraient servir tout le long de l'année;
- *Joint National Committee for Languages/ National Council for Languages and International Studies (JNCL/NCLIS)*: L'AATF est membre fondateur de cette fédération qui regroupe plus de 100 associations et entreprises consacrées à l'enseignement et à l'industrie des langues. Le site [www.language-policy.org] affichent des conseils pour

poser des questions aux collègues, afficher des annonces des activités de vos élèves, voir des offres d'emploi, et vous trouverez des liens vers d'autres ressources. La Société Honoraire de Français a sa propre page Facebook. Le Grand Concours a aussi une page Facebook [National-French-Contest], ainsi que beaucoup de nos chapitres.

La Commission sur la Technologie produit un blog [http://aatftech.blogspot.com] où l'on propose des astuces pour l'emploi des nouvelles technologies dans la salle de classe. Nous continuons à afficher sur la chaîne YouTube des clips vidéos [www.youtube.com/user/aatfrench].

N'oubliez surtout pas le congrès de l'AATF du 16 au 19 juillet à Saint Louis (voir page 11). Profitez d'un congrès entièrement dévoué au français et amenez votre famille pour visiter cette belle ville d'origine française.

Jayne Abrate  
Executive Director  
[abrate@frenchteachers.org]



# AATF 2017 EXECUTIVE COUNCIL

**President Catherine Daniélou** (Ph.D. Michigan State) is Associate Professor and Associate Dean at the University of Alabama at Birmingham. She specializes in 17<sup>th</sup>-century French literature and also likes to teach advanced grammar, French history, and contemporary French culture. She has been active with state language teaching organizations and enjoys working with K-12 teachers in immersion workshop settings. E-mail: [catherine.danielou@frenchteachers.org]



**Jayne Abrate** (Ph.D. Purdue), Executive Director since 1997, taught at the university level in Missouri for 15 years and has presented and published widely on French culture and cultural pedagogy, *Québécois* culture and literature, and the use of technology in the French classroom. She is an *Officier dans l'Ordre des Palmes académiques*, a *Chevalier dans l'Ordre des Arts et des Lettres*, and the 2006 recipient of the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture. E-mail: [abrate@frenchteachers.org]



**Vice-President Rita Davis** was born in Clermont-Ferrand, France. She has taught Middle and Upper School French for 30 years at the Agnes Irwin School (PA) and is currently coordinator of the French program. She serves as a consultant to the College Board and has presented numerous workshops. She has served as an AP Exam Reader and



Table Leader. Rita also served as Co-President of the Philadelphia AATF Chapter. E-mail: [rdavis@agnesirwin.org]

Passionate about teaching French to people of all ages, Vice-President **Karen Campbell Kuebler** currently consults for elementary French language instruction programs, serves as a Dance Integration Specialist in an elementary school, and is a faculty member at Towson University (MD). Karen presents her research and experiences at local, regional, national, and international conferences. E-mail: [kkcdanser@verizon.net]



Newly-elected Vice-President **Brian Kennelly** (Ph.D. NYU) is a professor at Cal Poly (San Luis Obispo, CA) and the Chief Reader of the Advanced Placement French Language and Culture exam. He has been a member of the AATF since 1993. He looks forward to helping grow the membership and to advocating for the needs of all members. E-mail: [bkennell@calpoly.edu]



The Editor in Chief of the *French Review* **Edward Ousselin** (Ph.D. Ohio State University) taught French at the *Institut de Touraine*. He now teaches French film and culture at Western Washington University. A frequent contributor to the *French Review*, he served as Review Editor for Creative Works. He is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [edward.ousselin@wwu.edu]



The Managing Editor of the *French Review* **Nathalie Degroult** (Ph.D. University at Albany), a French native, is Associate Professor of French at Siena College (NY) where she teaches courses in language, film, literature, and culture. She specializes in contemporary French Cinema and is a regular presenter on the use of film in the classroom. Nathalie served as Review Editor for Creative Works for the *French Review*. E-mail: [nathalie.degroult@siena.edu]



**Lisa Narug**, Director of the National French Contest, has been involved with *Le Grand Concours* since 1991 when she “temporarily” filled in as National Awards Chair. She was National Chair



for Computer Operations and Assistant Director. She has a degree from the University of Illinois and worked at AATF National Headquarters for 6 years. She worked at various non-profit associations before returning as Director. E-mail: [legrandconcours@sbcglobal.net]

New Editor of the *AATF National Bulletin*, **Megan Diercks** (M.A. University of North Texas) is an Adjunct Faculty member at Colorado School of Mines and the *Grand Concours* Administrator for the CO/WY Chapter. She taught high school for ten years in North Texas, where she also served as Vice-President of that chapter for seven years. Megan has presented at several AATF conventions and was a Future Leader



in 2015. E-mail: [mmediercks.co@gmail.com]

Region I (New England) Representative **Margarita Dempsey** currently teaches French and Spanish at Smithfield High School (RI) and is Adjunct instructor at Bryant College. She has served on the board of the Rhode Island Foreign Language Association and the Rhode Island AATF Chapter. In 2013, she was Northeast Conference Teacher of the Year (TOY), one of five ACTFL TOY finalists. E-mail: [mbdempsey11@gmail.com]



Region II (New York & New Jersey) Representative **Abbe Guillet** is French teacher at Baldwinsville (NY) Schools. She has served previously as a chapter officer and regional representative and is the new President of the *Société Honoraire de Français*. She has studied in France and Senegal, and is a AP reader and Test Development Committee member. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [anguillet@yahoo.fr]

Newly-elected Region III (Mid-Atlantic) Representative **Katy Wheelock** teaches French and is Department Chair at Wakefield High School (VA). She was a participant in the 2015 AATF Future Leaders Fellowship Program, and her school was recognized as an Exemplary Program by the AATF in 2015. She has studied in France and Senegal and has also been elected to the national council of the *Société Honoraire de Français*. E-mail: [katywheelock@yahoo.com]



Region IV (Southeast) Representative Region IV Representative **Deanna Scheffer** teaches at St. Augustine High School (FL) and has served the AATF as National French Contest Administrator and three terms as Chapter President. She was also AATF Outstanding Chapter Officer. She serves as a Table Leader for the AP French Language and Culture Exam and is an AP Consultant and Consultant Mentor. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [deannascheffer@gmail.com].



Region V (East Central) Representative **Dan Noren** (DML, Middlebury) is Professor of French at Ferris State University (MI) where he has taught since 1985. He is currently President of the Michigan AATF Chapter and was elected Vice-President of the Michigan World Language Association (MWLA). His specialty is la Francophonie, and he has conducted numerous study programs to France and Martinique. E-mail: [daniel.noren@ferris.edu]

Region VI (West Central) Representative **Eileen Walvoord** (M.A. Montclair State University, NJ) is a member of the Chicago/Northern Illinois AATF Chapter and served two consecutive terms as both program chair and president. She is currently the chair of the chapter's Advocacy Committee and serves as past-president. Eileen is a member of the committee that created the French Advocacy Wiki. She taught at Niles North & Niles West High Schools in Skokie, IL. E-mail: [eileen.walvoord@gmail.com]



Region VII (South Central) Representative **Marie-Luce Schein** (Ph.D., University of North Texas) is Instructor of French at Texas Christian University. She has been President of the North Texas AATF Chapter and was Chair of the AATF Commission on Cultural Competence. Her interests include French and Francophone cultures and literatures, Technology, and Service-Learning. E-mail: [m.schein@tcu.edu]



Region VIII (Southwest) Representative **Ryan Rocque** has worked for 11 years as a French teacher at Lakeridge Jr. High School (UT). He has served on the community council, served as President of the Utah AATF Chapter, and has worked with teachers across the state and nation. E-mail: [rrocque@alpinesdistrict.org]

Region IX (Northwest) Representative **Catherine Ousselin** obtained her B.A. and M.A. in French Language and Literature from the University of Kansas. She currently teaches French II-AP in at Mount Vernon High School (WA). Catherine is Chair of the AATF Commission on Technology, the AATF Social Media Manager, and a technology integration specialist for World Languages. She is also an active member of ACTFL, NNELL, IALIT, and ASCD. E-mail: [catherineku72@gmail.com].



## SAINT LOUIS, MO AATF CONVENTION

July 16-19, 2017



# AATF 2017 COMMISSIONS

## Commission on Advocacy

Kathy Stein-Smith,  
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## Commission on French for Special Purposes

Deb Reisinger, Chair  
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## Commission on Technology

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**Commission on At-Risk, High Needs, Minority, and Immigrant Populations**  
Margarita Levasseur, Chair [2017]  
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## Commission on Cinema

Joyce Beckwith, Co-  
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**Commission on Professional Teacher Standards**  
Adina Alexandru ♣, Chair [2017]  
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## Commission for the Promotion of French

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Dolliann Hurtig,  
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**Commission on High Schools**  
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## Commission on FLES\*

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Kuebler, Chair  
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## Commission on Middle Schools

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## Commission on Universities

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## SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the *Société Honoraire de Français* offers several benefits to a secondary French program. It provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a blue/white/red cord (or white cord) at graduation, and the right to wear the official emblem/pin of the honor society. The chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events. Information is available from Christy Brown, Secretary SHF, AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: 607-821-2120; fax: (815) 310-5754; e-mail: [shf@frenchteachers.org]. or from the AATF website at [www.frenchteachers.org/shf].



# REGIONAL REPORTS

## REGION V: EAST CENTRAL

Region V has had a great year. What impresses me the most is the understanding, in all the chapters, of the importance of regularly meeting with the membership.

It is always a heartening and encouraging thing to hear about chapters that are meeting and keeping in touch with each other; using, in some cases, very innovative ideas that even cross regional AATF “borders.”

The Detroit Chapter Immersion Weekend at Camp Dainava is a prime example of the importance of getting to know other French teacher colleagues personally. The two-day event is all about engaging in networking conversations, professional development, and cultivating lasting and meaningful relationships that are mutually supportive. These relationships are the source of encouragement over many years of successful and fulfilling teaching. The Michigan Chapter has also been participating in this annual event for many years, and colleagues from Ohio and Illinois are invited to attend.

The Detroit Chapter held its *Chantons Noël* event with a dinner and singing Christmas songs. The chapter held events throughout the year, including movie nights, a *Cérémonie de Remise des Prix* for its *Grand Concours* participants, and a book exchange.

The Northwest Indiana Chapter held a *Soirée Immersion d'Automne*, encouraged its members to attend the “Feast of the Hunters’ Moon,” a re-creation of the annual fall gathering of the French and Native Americans which took place Fort Ouiatenon, a fur-trading outpost in the mid-1700s, and had strong participation in the *Grand Concours*.

The Tennessee Chapter held its annual meeting at the Tennessee Foreign Language Teaching Association (TFLTA) Conference, where the AATF sponsored a session, given by Solène Vilchien, *attachée culturelle adjointe chargée de la coopération éducative au Consulat d'Atlanta*. The chapter again sponsored an exhibit during the TFLTA conference where current members spoke

with potential members about the benefits of AATF membership, and free advocacy brochures were distributed. Jane Weaver, Immediate Past-President, joined a panel of guest speakers at Belmont University’s International Awareness Event. Entitled “Languages in the Professions” and sponsored by the Belmont Department of Foreign Languages, Ms. Weaver and other members of the community spoke to Belmont students about how they had used their knowledge of other languages and cultures to achieve “personal, academic, and professional goals in areas such as education, law, business, and diplomacy,” the focus being on the importance of world language education. Ms. Weaver spoke about her passion for languages, the study of which, combined with international business, had led her into the business world in Europe and the U.S., and more recently into teaching.

Respectfully submitted,  
Daniel Noren  
Region V Representative  
[danielnoren@ferris.edu]

## REGION VI: WEST CENTRAL

### How do they communicate? Electronically!

Regular messages from their chapters keeps members in Region VI connected.

Chicago/Northern Illinois Chapter President Martha Behlow’s weekly messages contain job listings, information about a student theater project, and encouragement to apply for the Exemplary French Program Award. The Minnesota Chapter uses on-line invitations to register their members for events like their Teacher of the Year Award Evening. Members are encouraged by President Christine Lac to offer ideas for planning future chapter activities. Greater Saint Louis Chapter teachers are kept up-to-date with messages from President Anna Amelung about chapter programs and activities, as well as the performances and cultural activities sponsored by Saint Louis area French heritage organizations and the *Centre Francophone* at Webster

University. Members in Wisconsin find out from Chapter President Andrea Behn’s messages how to participate in the annual National French Week Student Twitter competition, where to see the new video promoting the *Concours Oral*, and how to get support for teaching the “Super 7.”

The Downstate Illinois Chapter has a new website that includes resources on topics such as poetry, teen slang, authentic listening, and correspondence with Peace Corps volunteers, but in the form of an interactive blog that encourages teachers to share their ideas. On the Wisconsin Chapter webpage, members learn how to support a colleague new to the profession by nominating her or him for the *Étoile Montante* Award. The Chicago Northern Illinois Chapter’s website is where members can read archived copies of the chapter’s electronic newsletters, link to the AATF French Teaching Resources Wiki, and access profiles of students studying French in local colleges and universities. On the Minnesota Chapter website, members can find archived and invaluable “Que se passe-t-il en France?” articles by John Janc and the information they’ll need to enroll their students in their local and statewide *À vous la parole* oral competition.

The Chicago/Northern Illinois, Wisconsin, and Great Saint Louis Chapters’ Facebook pages offer ways for members to connect and share.

### How do they support members in person? Events!

Chapter-organized activities and events go a long way to support members in Region VI, especially those who are the only French teacher in their schools. Greater Kansas City teachers came out for their annual Teacher Immersion Day with presentations on the establishment of the new regions in France and on ways to take advantage of AATF resources, followed by lunch and an afternoon film screening.

The Wisconsin Chapter again this year organized a two-day workshop, during which teachers exchanged ideas and

supported each other as they worked on curriculum, IPAs, and unit development.

Teachers in Chicago used their Winter Program to explore how to use those authentic materials that are now so accessible. Those attending the Spring Program visited the new Haitian Museum, heard a former Haitian diplomat describe the complex relationship between the U.S. and Haitian governments, and enjoyed an authentic Haitian lunch. The topic for the Fall Program was French cinema and its use in the classroom. National French Week in the Chicago area included an AATF electronic Trivia Contest, a Video Contest, and an annual wine and cheese pairing at a local French restaurant.

The Greater Saint Louis Chapter, as always, enjoyed their *Tirer les Rois* followed by a workshop focusing on writer Andrée Chedid and *Le Défi de*

in Minnesota included 1350 participants! The Chicago/Northern Illinois Chapter organizes a one-day event, *Champions d'expression*, held on a college campus with the help of teacher and college student volunteers. The National French Contest continues to be administered in all chapters, with the 2016 enrolment in the Wisconsin Chapter going up almost 25%! The Minnesota Chapter invited its Contest winners and their parents to its annual prize ceremony breakfast.

In collaboration with the Chicago/Northern Illinois Chapter, the *Service culturel* of the French Consulate in Chicago initiated a drawing, essay/poetry, and video contest for K-12 French students in conjunction with their “*À la carte*, celebrate the French table” promotion of French gastronomy. The winners and their parents attended a screening of the film *Kings of Pastry* prior to receiving their prizes.

their area are publicized to the entire membership. The number of positions still open in Wisconsin in late July was troubling. Two retired teachers, in fact, decided to split a full-time unfilled opening to prevent the disappearance of the French program. Iowa Chapter President, Sheila Conrad, has discovered that finding long-term substitutes for maternity leaves has become problematic in that state.

To focus the attention of teachers and students on the advantages of studying French at the college level, the Chicago/Northern Illinois and Wisconsin Chapters continue to identify and publicize the French programs at local colleges and universities. New teachers will, we hope, be found among those college students. This past fall, Sheila Conrad and Regional Representative Eileen Walvoord presented a session at the IWLA conference discussing the current shortage, the vulnerability of

*To focus the attention of teachers and students on the advantages of studying French at the college level, ... Chapters continue to identify and publicize the French programs at local colleges and universities.*

*l'intégration culturelle*. Their fall workshop, “Innover avec le français,” offered the opportunity to investigate new strategies in the classroom, such as apps and blended courses, as well as fresh ways to look at study abroad and the role of music in language learning.

The *Cercle de Lecture* sponsored by the Minnesota Chapter continues to meet and discuss current novels, while a Chicago book club has recently formed, reading student novels with the objective of integrating them into their classrooms.

The Chicago/Northern Illinois Chapter hosted their annual Student Immersion Day that included students and teachers singing and dancing with an African drummer. New and in-line with the chapter's emphasis on supporting college French programs, was the organization of a *Soirée d'Immersion* for college students.

The Minnesota and Wisconsin Chapters have continued to hold local competitions that culminate in a statewide *concours oral*. *À vous la parole*

State world language conferences offer opportunities for teachers to learn from each other. The Iowa Chapter welcomed teachers at their business meeting at the recent 2016 IWLA Conference and saw an upsurge of interest in AATF participation. At the Wisconsin conference (WAFILT), the chapter leadership screened a new video promoting their *Concours Oral* at their business meeting, offered a *Soirée Trivia*, and continued their traditional French wine *tombola*. The Downstate Illinois and Chicago/Northern Illinois Chapters represented the AATF at the Illinois Council on the Teaching of Foreign Languages (ICTFL) conference and unveiled a new display. Offering a session specifically for French teachers at state conferences in every time slot continues to be an AATF goal.

### **How do they support the profession? Promote college programs!**

The chapter presidents in Region VI work actively to ensure that the French teaching positions that are open in

college French programs, and the need for high school teachers to show their students the many exciting opportunities that studying French in college can offer them. A similar session was offered at the WAFILT conference where the discussion of how to confront a French teacher shortage continued.

*Et bonne continuation aux membres et aux leaders de la Région VI.*

Respectfully submitted

Eileen Walvoord

Region VI Representative

[eileenwalvoord@gmail.com]

### **Surf the Web**

Visit the AATF website at

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

All the latest information on:

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



## CONVENTION HIGHLIGHTS: SAINT LOUIS IN 2017

The next AATF conference will take place from July 16 to July 19, 2017 in Saint Louis, Missouri.

### Hotel

The conference will be held at the Hyatt Regency at the Arch, 315 Chestnut Street, Saint Louis, MO 63102.

The rate that we have negotiated for convention-goers is \$154 US + taxes for single or double rooms. Go to this link to reserve a room: [<https://resweb.passkey.com/go/AATF2017>]. A roommate list will be available. The deadline for reserving a room at the convention rate is **June 15, 2017**.

The hotel is located only 15 miles from the airport. The sights and sounds of downtown Saint Louis are easily accessible from the hotel.

### Registration

Registration will be available in March. There will be several rates that vary according to the registration date as well as a selection of excursions and activities. We do not yet have the final registration fees, but they will be approximately \$250-\$300. The deadline for pre-registration will be **June 15, 2017**, and the deadline for reduced rates will be June 1, 2017.

### Program

We are planning a high-quality program with presentations and workshops led by AATF members from around the country. We will also have a selection of exhibitor sessions, sessions led by the chairs of our AATF commissions (see page 8), and sessions and workshops on AP, the *Grand Concours*, and the French Honor Society. The convention will again be preceded by our Leadership Fellows Program for future chapter leaders (see page 4).

Our keynote speaker will be *cinéaste* Mariette Monpierre. Born in Guadeloupe, raised in Paris, living in New York City, she is garnering acclaim as a filmmaker. Her film, *Le Bonheur d'Elza*, is a semi-autobiographical account of a young French woman's return to the island in search of her father. We hope to be able to show the film during the convention.

The Local Committee has met, and we are planning a visit to the Saint Louis Art Museum with an accompanying workshop, walking tours, as well as a post-convention excursion to the historic town of Sainte Genevieve. We hope that presenters will highlight the Francophone heritage of the center of the U.S. in addressing this year's theme: "Le Français dans une perspective globale: 'The Finest Confluence in the World.'"

### Activities

St. Louis was founded by a Frenchman, named after a French king, and nicknamed "the Paris of the West" during pioneering days.

Laclede's Landing entertainment district is just a stone's throw from the hotel. Named for Pierre Laclède, founder of Saint Louis, The Landing is a nine square block area of restored warehouses on the Mississippi River where Lewis & Clark departed to explore the Louisiana Purchase territory and steamboats once transported their cargoes of cotton, tobacco and trade goods. Today, the warehouses have been converted into clubs, bars, restaurants and offices [<http://lacledeslanding.com/>].

The Gateway Arch (630 feet high made of stainless steel) sits high atop the bank of the mighty Mississippi River. French explorers Louis Joliet and Jesuit priest Jacques Marquette began mapping the river in 1673 [[www.gatewayarch.com](http://www.gatewayarch.com)].

When the city was founded in 1764, the land on which the Old Cathedral sits was reserved for Roman Catholic worship, and a log church was built. A larger log church replaced the original in 1776. This was the only church of any denomination for Saint Louisans until about 1816. The 1834 Greek Revival structure that stands today was the first cathedral west of the Mississippi River and the fourth Catholic church to grace the site [[www.oldcathedralstl.org](http://www.oldcathedralstl.org)].

For the most up-to-date information, go to [[www.frenchteachers.org/convention/](http://www.frenchteachers.org/convention/)].

## 2017 AATF CONVENTION TRAVEL AWARD

This award is intended to provide assistance for AATF members traveling to the 90<sup>th</sup> annual AATF Convention, July 16-19 in Saint Louis, Missouri.

The Executive Council has voted to allot funds to provide Travel Awards to AATF members to help defray the cost of attending the July 2017 convention in Saint Louis. Applicants may receive the travel grant only once every five years. Funds are available to cover a limited number of awards; priority will be given to applicants from AATF Regions I (New England), VIII (Southwest), and IX (Northwest). Priority will also be given to members who have never attended an AATF convention.

Award amount: \$1000 + basic convention registration (not including excursions, workshops, activities, or meals not covered by the basic registration). The full amount will be paid upon presentation to National Headquarters of a receipt for travel attached to a signed letter agreeing to reimburse the money in the event of nonattendance at the convention.

Eligibility: Candidates must have been AATF members since January 1, 2016. Chapter officers, Commission Chairs, and Leadership Fellows are ineligible for this award.

Requirements: Recipients agree to make a presentation at an AATF function (chapter meeting or subsequent national convention) on a topic inspired by the convention in Saint Louis.

Applicants should submit a one-page description of the project and its documented or expected impact on the their students. Applicants should also explain their need for travel assistance.

Recipients of the award will be expected to attend all days of the convention. One half of the grant will be paid upon receipt of proof of travel arrangements and one half on arrival at the convention.

The application form can be found at [[www.frenchteachers.org/convention/grant/](http://www.frenchteachers.org/convention/grant/)]. **Deadline: March 15, 2017**  
Notification: April 2, 2017

## NOMINATIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region I (New England—Connecticut, Massachusetts, Maine, New Hampshire, Rhode Island, and Vermont), Region VI (West Central—Illinois, Missouri, Iowa, Minnesota, Wisconsin), and Region VIII (Southwest—Arizona, Hawaii, New Mexico, Nevada, California, Utah) for a three-year term, 2018-2020. Nominees must be members in good standing of the AATF and reside within the region that will be electing a representative.

Nominations may come from members or from chapters, including those outside the nominee's own chapter. The AATF Constitution states that a Regional Representative cannot be succeeded by someone from the same chapter. There are incumbents in Regions I and VI.

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee, Marie Schein at [m.schein@tcu.edu] by **March 1, 2017**.

The committee will contact nominees to submit their curriculum vitae and a personal statement.

## AATF EXEMPLARY FRENCH PROGRAMS

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF Web site? Then you may be a candidate for the new Exemplary French Program. Read the indicators and apply on the official form by **February 15, 2017**.

Our submission procedures are changing. Complete submission information will be posted on the Web site when they are finalized. All applications must be submitted electronically. For the criteria, consult the AATF website at [www.frenchteachers.org].

## AATF SEEKING NOMINATIONS FOR VICE-PRESIDENT

The Nominating Committee is asking all AATF members to submit nominations for the position of AATF Vice-President for the term 2018-2020. According to the constitution, the duties of AATF Vice-Presidents are as follows: "The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council." Further explanations have been developed as follow:

To serve and assist at the discretion of the President: by attending executive council meetings; by attending the full annual conference of the AATF; through excellent communication skills; through designated areas of focus germane to the concerns of the AATF;

To support and promote the mission of the AATF; see mission statement at [www.frenchteachers.org/hq/aatfmiss.htm].

To facilitate program development by supporting permanent concerns of the AATF: promotion and advocacy; recruitment; leadership development.

Additional areas of focus could include, but are not limited to: development of materials centers; development of resource packets; development of Web sites; inter-commission liaison; grants and scholarships; workshops and other presentations; support of commission projects as needed; correspondence with allies (local politicians, PTO, business executives, etc.);

To initiate one or more special projects based on the individual's area of interest and expertise as it meets with the AATF's mission and focus.

To submit an annual written progress report to the President.

Nominees for the position of Vice-President should have made significant contributions to the AATF on the

chapter level as well as in their region or even on the national level and should possess leadership qualities.

The term of office of the Vice-President begins on January 1 of each year. The Vice-President is "limited to two consecutive terms of three years or one term if over a year has been served just previously in filling a vacancy."

Keeping these terms and qualifications in mind, we ask that all of you consider possible candidates for this position. In addition, we ask chapter presidents and other colleagues to submit nominations. The term of office will begin on January 1, 2018 and run for three years, renewable for another three years.

The committee will present a slate of two candidates for this position to the Executive Council for its consideration at the Annual Meeting in Saint Louis in July.

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send their CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, March 1, 2017. The CV should stress the work of the person with AATF as well as other language related organizations. It shall be limited to no more than five (5) pages in length.

If additional information is required, the committee will request it. While publications and career paths are important, they should not be the primary focus of the CV.

Send your nominations and address any questions to Committee Chair Nathalie Degroult [nathalie.degroult@siena.edu] no later than **March 1, 2017**.

## 2017 AATF ANNUAL CONVENTION SAINT LOUIS, JULY 16-19



# AATF SUMMER SCHOLARSHIPS

**Application deadline: February 15, 2017**

## French Government Scholarship

The AATF has received one scholarship for summer 2017 from the French Embassy. In the past, these scholarships have offered AATF members who teach at the K-12 level scholarships for study in France during the summer. The programs provide intensive study of French language, teaching French, and modern French culture.

The scholarship generally covers the cost for a two-week program in July, food, lodging, and cultural visits during the program. Participants are responsible for their own travel and personal expenses, although there has been a small stipend to assist with travel.

Candidates must propose a project that they plan to carry out during the stage. This project should involve some aspect of research on French culture and should be of benefit to students. Final details will be posted on the AATF Web site as soon as they are available.

## Belgium

For the past several years, we have received two scholarships from *Wallonie Bruxelles International*, alternating between the Université de Liège and the Université de Mons for AATF members at the secondary or college levels. We do not yet have confirmation of scholarships for 2017. In the past, recipients have attended a three-week session on language and culture during the month of July. Scholarships have included tuition and fees, housing in a university residence hall, and a stipend for meals. Transportation is at the charge of awardees.

As a follow-up, recipients are expected to (1) prepare a cultural project on the country to be disseminated through the AATF and (2) present a session around the same topic at a future AATF convention. Details will be posted on the AATF Web site as soon as we receive them.

## AATF Scholarships

For the second year the AATF will also offer two Summer Professional Development Scholarships in the amount of \$3000 each for an AATF member to study in a French-speaking country. Any AATF member currently holding a full-time teaching position, who has been an AATF for at least three years, and is a non-native speaker of French is eligible to apply. Scholarships will be given for participation only in programs accredited by the host country. Partial payment will be made upon submission of proof of enrollment with the remainder being paid upon submission of proof of completion of the program.

## Eligibility

Applicants for all of the scholarships must be U.S. citizens (as specified in the description) or permanent residents whose first language is not French. The recipients must hold a full-time teaching position in French during 2016-2017. Preference will be given to members who have been in good standing since January 1, 2014. Current AATF chapter presidents and Executive Council members are not eligible. Members who have received an AATF scholarship during the past five years (2012-2016) are also not eligible. Scholarship recipients agree to make a presentation based on their experience at a foreign language conference in 2017-2018.

## Selection Process

Scholarships will be awarded to members who indicate a plan to use the scholarship to benefit themselves professionally and to enhance or expand the curriculum for students. Each applicant must submit a proposal for a project to be completed during the course of the stage. Applications will be reviewed and the decisions will be announced by early April 2017. A number of factors will be weighed: clarity and specificity of the candidate's

statement (1-2 pages); reasons for applying and level of French (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French); quality of project; teaching assignment; evidence of professional commitment; future career plans in education; and letters of recommendation.

## Application

The application form is available on the AATF Web site at [www.frenchteachers.org/hq/forms/scholarships/]. Note that you may apply for any of the scholarships described, but scholarships to Belgium have not yet been confirmed. Applicants should do the following:

1. Complete the application form.
2. Submit two letters of recommendation sent via e-mail. (One of the letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) These letters of recommendation should contain a serious, detailed evaluation of the applicant's professional and personal qualities. Recommendations should be e-mailed to [scholarships@frenchteachers.org] with the applicant's name in the subject line.
3. The application must be received by **February 15, 2017**, to be considered.

## 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. Send an e-mail to [address@frenchteachers.org], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].

## FRENCH HAS AN IMPACT AT ACTFL!

### French Immersion and AP Workshops

AATF member Charlotte Gifford, chair of the world language program, Greenfield Community College (MA), presented the three-hour French Immersion Workshop on Thursday afternoon at the ACTFL convention in Boston. Entitled “Immerse Yourself in French: the Interpretive Mode and Beyond—Making Effective Use of Authentic Resources,” the workshop was sold out with 75 attendees from across the country, representing all levels of teaching. Participants were introduced to concrete strategies for enhancing comprehensible input and maintaining target language use at 90%. During the workshop, participants had time for group discussions to share assessments and resources. Newly-elected AATF Vice-President Brian Kennelly, California Polytechnic State University in San Luis Obispo (CA), presented the full-day AP French Language and Culture workshop, which was also well-attended. Participants received a comprehensive understanding of the AP exam structure and strategies for how to prepare students for it.

### Embassy of France Luncheon

The Embassy of France luncheon was also sold out, to the dismay of disappointed French teachers who waited at the door, hoping there would be some no-shows. Each attendee received a navy blue bag with red and white stripes and the slogan “French Up Your Life” with culinary phrases such as “crème de la crème” “bon appétit” and “à la carte” written on it. The *pièce de résistance* was the raffle. Eastern Massachusetts Chapter Vice-President Carole LaPointe won a summer study program in Nice, and AATF member and former ACTFL TOY Nicole Naditz won two round-trip tickets to Paris! Other prizes included books, videos, and another summer study program in Bordeaux.

### AATF Reception and Concert

On Saturday evening, the Eastern Massachusetts AATF Chapter joined forces with the five other New England chapters (Connecticut, New Hampshire, Maine, Rhode Island, Western Massachusetts/Vermont), AATF National, and the French Cultural Service in Boston to sponsor a reception and concert. The reception began with greetings from Joyce Beckwith, former AATF Region I Representative and Chair of this event, who introduced several VIPs who welcomed attendees: Karl Cogard from the Embassy of France in Washington, DC, Magali Boutiot from the French Consulate in Boston, Jayne Abrate, AATF Executive Director, and AATF President Catherine Daniélou. Other national officers attending were AATF Past-President Ann Sunderland, Region I Representative Margarita Dempsey, and Region IV Representative Daniel Noren. Joanne Hammadou, University of Rhode Island, announced a new online graduate degree program in French at her institution. Eastern Massachusetts Chapter President Brian Thompson gave a brief introduction to the evening’s special entertainer, the dynamic Franco-Togolese singer Brice Kapel, who had recently arrived from France to give several performances around New England in celebration of National French Week. His songs, dancing, and running commentary delighted participants. Everyone was, out of their seats, singing, clapping, and moving to the music! *Bravo, Brice! Un grand merci* to the French Cultural Service and all the AATF chapters!

Joyce Beckwith  
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**BE SURE TO VISIT THE  
JNCL WEBSITE  
[www.languagepolicy.org](http://www.languagepolicy.org)**

## SOCIÉTÉ HONORAIRE DE FRANÇAIS UPDATE

Over the past two years, *Société Honoraire de Français* (SHF) outgoing President Sharon Rapp, and AATF Past-President Ann Sunderland worked on revising the SHF constitution, adding two positions to the SHF Council, and creating the *Jeunes Amis du Français* (JAF) for middle and elementary school students. Elections were held last spring, and on January 1, the new officers began their term of office.

New SHF President Abbe Guillet, Teacher Representatives Katy Wheelock and Justin Frieman Charles, and SHF Secretary, Christy Brown, offer their sincerest congratulations to Sharon Rapp on her twenty-plus years of dedication to the SHF. We are indebted to her for the countless hours that she has devoted to *L'Élan* (the SHF newsletter), the travel awards, the creative writing contest, and to answering sponsors’ many questions.

The SHF Council is already at work, and on January 1, the new Facebook page: “AATF Société Honoraire de Français” became active. Our website remains: [www.frenchteachers.org/shf], and here you can find information about starting and maintaining a chapter, a sample constitution, all forms, and information on initiative students and ordering supplies such as blue-white-red graduation cords, pins, and a special diploma seal. All these materials can be ordered from the AATF on-line store.

SHF sponsoring teachers must be current AATF members. All questions should be directed to the Secretary Christy Brown at [shf@frenchteachers.org], 302 North Granite Street, Marion, IL 62959-2346; phone 607-821-2120. The *Société Honoraire de Français* enhances your program by promoting activities which create enthusiasm for French, by providing an opportunity to give national recognition to outstanding students of French, by giving them the opportunity to participate in a creative writing contest, and by offering them the possibility of winning a travel grant.

Abbe Guillet  
SHF President

AATF Region II Representative  
[anguillet@yahoo.fr]



## MEMORIZATION + APPLICATION = COMMUNICATION: THE SWITCH TO IPA

Having always given traditional assessments to test students' knowledge of grammar and vocabulary and assigned projects to let them show they could use the material in a larger context, it became clear that many students could memorize verbs and do well on these tests yet still not put together a sound paragraph. Despite some fun project ideas, students don't always produce them with their own French. It has been important to incorporate a "purpose" to these projects and tests. For example, on a test section for verbs, the directions may say "Maya is writing a letter to her pen pal but isn't sure of her verb forms. Help her out." That was as real-life as it got until I found out about Integrated Performance Assessments (IPAs). It seems that some students prefer traditional assessments because they can just memorize the information, but with IPAs, students don't have to show perfection, but rather effective communication, so even the weakest students can show off what they can do.

What is an IPA? An Integrated Performance Assessment is a proficiency assessment of three tasks, one for each mode of communication: interpretive, interpersonal, and presentational. The tasks are aligned within one theme and reflect a real-world use of the language. Students read and/or listen to an authentic document and complete tasks (interpretive). They then speak with a partner about those resources (interpersonal), and write (a letter or e-mail) about these resources (presentational).

After reading about IPAs and then attending a seminar on IPAs by ACTFL Teachers of the Year Nicole Naditz and Christine Lanphere, I began implementing them immediately. Even though I have only used them for the past year, I can already see a difference in student proficiency. The most helpful resources for creating IPAs were the ACTFL website [www.actfl.org], (where you can access the "Can Do" statements, IPA rubrics by proficiency level, and performance descriptors), and the book *Implementing Integrated Performance Assessment* (B. Adair-Hauck; E. Glisan; F. Troyan, 2013).

My department has been trying to implement more authentic reading and listening in the classroom, but we weren't sure how. IPAs gave us exactly what we need to do with these texts. It does take time to find authentic resources for IPAs and can feel overwhelming, but once you have the resources, making the tasks is relatively simple. An important thing to remember is to "adjust the task not the text" (Naditz). Students can read and listen to authentic materials far above their level. We just modify what we want them to do with the material. Remember that readings can be articles but can also be navigating a website, interpreting a recipe, or finding movie times online.

Here are some suggestions for implementing IPAs in the classroom. Before the summative IPA, students practice on the same theme with similar documents, usually with two formative tasks for each of the four components. This can be spread out over a few weeks, which gives students a chance to build more vocabulary and get used to the IPA format. This also gives the teacher a chance to provide feedback before the graded assessment. For the graded IPA, students are given a reading and the task for it. They complete this silently. If there is also a listening component, it could be done on the same day as the reading. Some teachers may let each student listen to the audio individually, while others play the selection for the whole class, repeating it two or three times. Students then complete the last two components the next day.

For speaking, you can use digital voice recorders, Google Voice, internet recording devices (such as [www.vocaroo.com]), or other options. This way, everyone speaks at once, and the teacher can listen and grade later. The speaking and writing topics should be something students would do in real-life and should be related to the topics they read about. For writing, they compose an e-mail to a pen pal or prepare a blog entry or Facebook post. They complete these tasks without dictionaries, but, depending on the level or the specific IPA, a dictionary, vocabulary

list, or graphic organizer prepared in advance may be appropriate. Below is an example of an IPA on teen activities that I created for my French 3 class. I chose this because our textbook has a chapter on such activities and talks about the *Maison des Jeunes et de la Culture* (MJC). You can find the complete IPA with preceding formative activities on the AATF wiki [<http://frenchteachingresources.wikispaces.com>].

Though some teachers chose to switch to IPAs completely, I still combine traditional assessments with IPAs. My students take quizzes on the grammar and vocabulary taught, while making the IPA revolve around practicing the unit theme. The practice activities leading to the summative IPA have added a lot of authentic listening and reading to my class, which has been a long-term goal. Learning grammar structures provides a foundation for the critical thinking skills that are necessary in IPA production, and the IPAs themselves show that students can use the language in context. Some of my students who are never prepared to fill in verb forms can still communicate quite well and be understood even though their grammar may not be perfect. Despite this, my ultimate goal is communication, and that's what my students are showing with IPAs. I anticipate that the students will arrive in the AP class more prepared because they are already practicing AP skills: interpret written and audio texts; write and speak in a real-world context.

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### MARK YOUR CALENDAR! JOIN US IN SAINT LOUIS IN 2017!

Attend the 90<sup>th</sup> annual AATF convention as we meet in Saint Louis. Join more than 400 colleagues from across the U.S. as we celebrate the French language and all its cultures.

## Integrated Performance Assessment

### Novice High

Theme: leisure activities of Francophone young people

Communicative Context: Thanks to our participation in a correspondence program with a school in Metz, France, you will be traveling to France to stay with the family of your e-pal. In order to get to know more about what the free time of French teens is like before you go, you will do some research about what young people can do at the *Maison des Jeunes et de la Culture* (MJC) in Metz. You will also speak to other students about what you learned about the MJC. Finally, you will choose some activities that you may like to do at the MJC and write an e-mail to your e-pal to get his/her opinion and find out which activities he/she prefers. You will be able to use the information you have gained from the MJC website and the video to help you with your conversation and e-mail.

World Readiness Standards:

- Communication (interpretive reading and listening, interpersonal speaking and presentational writing)
- Culture products (MJC)
- Culture practices (classes and activities for youth)
- Cultural perspectives (why youth like these activities)
- Communities (global communities)

Can-Do Statements:

- Interpretive Reading:
  - I can identify simple information from a website of an activity center for young people.
  - I can understand basic website descriptions of classes offered.
  - I can understand practical information (when, where, materials needed, prices) about classes offered.
- Interpretive Listening:
  - I can understand simple information about youth activities when presented with pictures.
  - I can recognize pieces of information about youth activities.
  - I can understand the main idea of a topic related to youth activities.
- Interpersonal Speaking:
  - I can ask and answer questions on factual information (about youth activities) that is familiar to me.
  - I can ask and answer questions about my preferences for activities.
- Presentational Writing:
  - I can write a short e-mail.
  - I can write about activities I would like to do.
  - I can write basic information about things I have learned about youth activities.

**FINAL IPA TASKS** that the students will do.

Interpretive reading and listening tasks	Interpersonal speaking and/or writing tasks	Presentational speaking and/or writing tasks
Reading: Metz MJC site: [http://mjc-metz-sud.org] What can one do at the MJC? Listening Mini reportage on MJC de Chambéry: [www.youtube.com/watch?v=DjuJS4KUc_k] What can one do at the MJC?	Talk with a classmate about the classes at the MJC you would like to do and not like to do and why.	Write an e-mail to your e-pal telling them about the activities you would like and not like to try while visiting and ask him/her about his/her preferences.



**CONTENT:** Decide what your students need to do/ to know to be successful for this unit or IPA

Functional Language (what they need to be able to do with the language)	Content, vocabulary, grammar and other strategies (what they need to know)
<ul style="list-style-type: none"> <li>• express preferences</li> <li>• ask questions</li> <li>• understand vocabulary in context</li> <li>• express some details about preferences (why)</li> </ul>	<ul style="list-style-type: none"> <li>• days of the week (and month/year)</li> <li>• times</li> <li>• I like/prefer/would like</li> <li>• question words and phrases</li> <li>• salutations for e-mail</li> <li>• names of classes/activities</li> <li>• euro prices</li> <li>• materials needed for classes</li> </ul>

**FORMATIVE ASSESSMENTS:**

Interpretive	Interpersonal	Presentational
<p>Reading: [<a href="http://www.lepetitjournal.com/istanbul/societe/102903-micro-trottoir-que-font-les-jeunes-de-leur-temps-libre-.html">www.lepetitjournal.com/istanbul/societe/102903-micro-trottoir-que-font-les-jeunes-de-leur-temps-libre-.html</a>] Teens in a French school in Turkey talk about what they like to do.</p> <p>[<a href="http://www.mjclabouvardiere.fr">www.mjclabouvardiere.fr</a>] MJC of Nantes, France</p> <p>Listening: microchic loisirs (Québec accent): [<a href="http://www.youtube.com/watch?v=zTc0KpU9OvY">www.youtube.com/watch?v=zTc0KpU9OvY</a>] French teens talking and MJC: [<a href="http://www.youtube.com/watch?v=eeT1om2YCENTE">www.youtube.com/watch?v=eeT1om2YCENTE</a>] Report on Swiss teens' activities and how often they participate: [<a href="http://www.rts.ch/play/tv/12h45/video/les-activites-sportives-plaisent-toujours-autant-aux-jeunes-selon-loffice-federal-du-sport?id=6772639">www.rts.ch/play/tv/12h45/video/les-activites-sportives-plaisent-toujours-autant-aux-jeunes-selon-loffice-federal-du-sport?id=6772639</a>] Recording from our Belgian exchange student, Arnold on his favorite activities during the week and on the weekend and comparing to American high school.</p>	<p>Talk to your classmates about what you like to do after school and on the weekend.</p> <p>Talk to your classmates about what organized activities are available in El Dorado Hills for teens.</p> <p>Compare your activity preferences with those of the teens you heard and read about with your classmates.</p>	<p>Write a tweet #orhsFrench3 about your favorite activities to do in your free time.</p> <p>Write a Facebook private message to your e-pal about what you have learned about what Canadian and French youth like to do in their free time. Ask your epal if he/she has similar interests and share your own interests.</p>

## Interpretive Reading Task

Theme: Leisure activities of Francophone young people  
(Communicative Context is repeated)

Task 1: To get ready for your trip, you have decided to do some research. As part of your research, you found a website for the MJC de Metz: [<http://mjc-metz-sud.org>]

You explore the link to see what classes are offered. Read carefully and complete the activities below.

Section 1A: Ideas and details. Read the sentences below. For each one, decide if it is true or false based on the website. If it is true, place an X next to it. If it is false, correct the sentence. Write your correction underneath in English.

1. \_\_\_\_\_ Beginner chess for kids costs 96 €.
2. \_\_\_\_\_ Kids can take English on Thursday and Friday.
3. \_\_\_\_\_ There are 3 language classes for adults.
4. \_\_\_\_\_ Adult theater class is on Friday.
5. \_\_\_\_\_ The MJC is open Monday morning.
6. \_\_\_\_\_ There are 2 choirs for adults.

Section 1B: Ideas and details. Answer the questions below in English based on the information on the website. You do not need to write complete sentences.

1. What is *sophrologie*?
2. When does the MJC close each evening?
3. What types of choirs are available for adults?
4. What types of dance are available for kids?
5. What is Qi-Gong related to and what does *qi* mean?
6. What day and time can adults take modern dance?

Section 2: Guessing meaning from context. Based on the information about each class, write what the following underlined words or expressions probably mean in English.

1. cours encadrés par Jean Chauvelot \_\_\_\_\_
2. tarifs: 240 € \_\_\_\_\_
3. japonais: débutant...niveau 2, niveau 3...\_\_\_\_\_
4. (go to “adultes,” “loisirs”) informatique \_\_\_\_\_

## Interpretive Listening

Theme: Leisure activities of Francophone young people  
(Communicative Context is repeated)

Task 2: To get ready for the trip, you have decided to do some research. As part of your research, you watch a video report about the MJC of the town of Chambéry to see an MJC in action: [[www.youtube.com/watch?v=DjuJS4KUc\\_k](http://www.youtube.com/watch?v=DjuJS4KUc_k)]. Watch the video and listen carefully. Then complete the activities below. You may watch the video more than once and pause as needed.

Section 1: Logical activities. Match the places within the MJC listed below to the activities that are done there.

- |                 |                |
|-----------------|----------------|
| 1. salle audio  | A. le parkour  |
| 2. gymnase      | B. le popping  |
| 3. studio danse | C. le beat box |

Section 2: Supporting Details. Circle the letter of each detail that is mentioned in the video. Attention: not all are included!

- a. The MJC is open every day.
- b. The dance studio is a chance for people to practice to become professionals.
- c. Popping is a dance based on muscular contractions.
- d. Parkour is a sport that takes place in the mountains.

- e. The boy likes that *parkour* allows for freedom of movement.
- f. Beat box is like a dance of the mouth.

Section 3: Main Idea. In English, state the main idea of the video.

### Interpersonal Task

Theme: Leisure activities of Francophone young people  
(Communicative Context is repeated)

After researching more about what can be done at the MJC, you meet with a classmate to talk about what you learned. Be sure to include the following:

- greet each other appropriately
- tell your classmate about 3 classes at the MJC that interest you. Describe each class briefly.
- tell your classmate about 1 class at the MJC that doesn't interest you and explain why.
- Ask your classmate at least one question.
- Close the conversation appropriately.

### Presentational Task

Theme: Leisure activities of Francophone young people  
(Communicative Context is repeated)

Now that you have read and listened to several sources about MJCs and youth activities in France (and other parts of the Francophone world), write an e-mail to your e-pal to express your preferences of activities and to find out what he/she likes to do and his/her opinion on various activities. Include at least:

- appropriate greeting and closing
- three activities you would like to do and why
- a class you are not interested in and why
- two questions for your e-pal

For more details about IPAs, visit the ACTFL website: [www.actfl.org]

Center for Advanced Research on Language Acquisition: [http://carla.umn.edu/assessment/vac/CreateUnit/p\_2.html]

Ohio Foreign Language Association: [http://oflaslo.weebly.com]

Our own AATF wiki has more examples from me and others: [aatf.frenchteachingresources.wikispaces.com]





## 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

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

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.

Send your order and payment to AATF Materials, 302 N. Granite St., Marion IL 62959. Direct questions to [aatf@frenchteachers.org]. 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 5/31/2017

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.

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## REBUILDING A FRENCH PROGRAM THROUGH A MULTI-PRONGED APPROACH

In recent years, there have been countless stories of French programs in peril, being phased out, or even abruptly discontinued. Many French instructors have spent much of their careers in this precarious climate, operating in crisis mode while teaching. On a brighter note, there are institutions that have proposed new directions for French language and culture despite earlier challenges and are experiencing growth and success. The following is such a story, shared with a spirit of collegiality in hopes that other schools across the country may find workable solutions for their own French programs.

For decades, the University of Northern Iowa (UNI) had enjoyed providing its students with the opportunity to pursue an M.A. in French, a B.A. in French, a B.A. in French Teaching, or a Minor in French. In the spring of 2012, all four were discontinued due to budget considerations. Over the past four years, UNI has worked to rebuild

In the spring of 2016, the UNI Department of Languages and Literatures voted to increase the language requirement for TESOL (Teaching English to Speakers of Other Languages) students. If the proposal passes, it will require TESOL majors to take two semesters of a third language (other than English and one second language). This will likely bring additional students to French from a related field as well.

On a larger scale, UNI has signed an agreement with the *Université de Franche-Comté* in Besançon for a 2+2 Dual Degree Program. Students in this program will attend UNI for two years and the French university for two years, receiving a B.A. in Individual Studies: French Languages and Cultures from UNI and a *Licence Lettres et Arts: Lettres Modernes* from the French university. Students from the French university will begin their studies in France and then come to UNI for the last two years. This program opened in the fall of 2016 and we are actively

Language Literacy) program in the Waterloo Community School District (as cited in the *Waterloo Courier* [[http://wcfcourier.com/news/local/education/congolese-immigrant-to-speak-at-english-learners-event/article\\_0c315883-7fd7-5c08-a1e4-f72a79078141.html](http://wcfcourier.com/news/local/education/congolese-immigrant-to-speak-at-english-learners-event/article_0c315883-7fd7-5c08-a1e4-f72a79078141.html)]). These children's parents and other adult relatives who have come to Iowa need English language education as well. In the past two to three years, the language department of UNI has received numerous requests for translators, interpreters, and tutors that speak French and English. This has given French a new importance in our community. French is no longer only a language for travel or one of the working languages of the United Nations and the European Union (see [[www.diplomatie.gouv.fr/en/french-foreign-policy/francophony/the-status-of-french-in-the-world/](http://www.diplomatie.gouv.fr/en/french-foreign-policy/francophony/the-status-of-french-in-the-world/)]); it is now a language needed to provide aid to immigrants and refugees from numerous Francophone countries to the U.S.

*...there are institutions that have proposed new directions for French language and culture despite earlier challenges and are experiencing growth and success.*

the French program in a variety of ways including curriculum modifications, inter- and intra-university collaborations, and service learning in the community.

In the area of curriculum, UNI implemented an Interdisciplinary French Studies Minor in the fall of 2014, which requires 15 to 18 credits in French and 3 to 6 credits of electives in complementary fields such as Art History, Geography, History, Music, and Philosophy, among others. Through this offering, students are encouraged to see French language and culture as integrally tied to their major field. We actively recruit students from the related departments, and have formed alliances with faculty in those areas through collaborations, such as French faculty reading poems at a music recital and History faculty attending the French conversation club.

recruiting students who have excelled in high school French programs. For more information on these new curricular opportunities at UNI, visit [<https://www.uni.edu/langlit/>].

For both the interdisciplinary minor and the 2+2 Dual Degree Program, we have arranged to continue a consistent, albeit minimal, palette of course offerings while sharing the resources of other departments on campus and a university in France. This pleases the university budget and simultaneously allows French to continue in some way, though different from before.

Our collaborations reach beyond our campus and our international partner university in France. We have a growing Congolese population (from the Democratic Republic of the Congo) in our sister city, Waterloo, Iowa. There are currently around 140 Congolese children enrolled in the ELL (English

A student volunteer group on campus, Refugee and Immigrant Support and Empowerment (RISE), approached the French faculty about creating opportunities for students of French to interact with the Congolese population in our community. French faculty have offered the possibility for students to volunteer to tutor English (with French language support) as a Service Learning (SL) project in lieu some of their French class assignments for courses on campus. The students have found this a rewarding experience, and word is spreading about the utility of the French language in the real world.

In sum, the French program at the University of Northern Iowa has had some success in rebuilding thanks to a multi-pronged approach. Through an international collaboration with a university in France, we have joined forces to create a unique dual degree program

that shares the resources and benefits of both institutions. We have cultivated relationships with other content areas across our own campus to create new combinations of coursework for an interdisciplinary minor. Finally, meeting the need for English tutors and mentors with French language skills, we are partnering with organizations in the community to support and empower the growing French-speaking immigrant population while providing a unique service learning opportunity in French courses. The thread that binds these initiatives together is partnership, on campus, in the local community, and internationally.

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### References

University of Northern Iowa Department of Languages and Literatures [https://www.uni.edu/langlit/].

"The status of French in the World" [www.diplomatie.gouv.fr/en/french-foreign-policy/francophony/the-status-of-french-in-the-world/].

*Waterloo Courier* newspaper article describing Congolese immigration to Waterloo [http://wcfcourier.com/news/local/education/congolese-immigrant-to-speak-at-english-learners-event/article\_0c315883-7fd7-5c08-a1e4-f72a79078141.html].

## CHAPTER NEWS

Chapters throughout the Midwest have new officers. We welcome Melanie Adams, new president for Greater Kansas City; Sheila Conrad, new president, Maria Snyder, new Vice-President, and Catie Wiesley, new Secretary for Iowa; Christine Lac, new president, and Sébastien Saunoi, new Vice-President for Minnesota; and Ellen Onsrud, new President-Elect for Wisconsin. The Detroit Chapter is thriving and is now under the leadership of Luciana Jeler, President, Thuan Tran, Secretary-Treasurer, Pam Foster, Vice-President, and Nicola Gilson, National French Contest Administrator.

The Chicago/Northern Illinois Chapter sends quarterly electronic newsletters to its members. The electronic format lends itself to the inclusion of photos and helpful live links that teachers can access quickly. The most popular of the regular features is the "Coin pédagogique" where teachers offer examples of classroom activities, such as a recent election exchange project between a school in the Chicago area and a French school in Pau.

Follow Chicago/Northern Illinois AATF Chapter President Martha Behlow ♣ [ @Madame\_Dotcom ] on Twitter or check out her posts on the frenchteachers.org Twitter feed.

## CINEMA COMMISSION NOW ACCEPTING PROPOSALS FOR VOLUME III

Building on the success of Volumes 1 and 2 of *Allons au Cinéma: Promoting French through Films*, the Co-Chairs of the AATF Commission on Cinema, Joyce Beckwith and Dolliann Hurtig, are now accepting proposals for Volume III. The theme of Volume III will be "Immigration et Identité." If you would like to submit an article for this volume, please e-mail the following information to both Joyce [MmeJoyB@aol.com] and Dolliann [dolly.hurtig@gmail.com]:

- The title and director of the film you have selected
- The date the film came out and the country of origin
- A short synopsis of the film and how it reflects the theme of Volume III
- A two or three-sentence personal reflection on why you chose this film

All submissions must be received by **January 15, 2017**. The Co-Chairs will notify those who sent in submissions no later than March 1, 2017 as to the status of their proposal. If accepted, contributing authors will receive a template of our *fiche pédagogique* which they will be asked to follow, along with a timeline for first drafts. Francophone films for all levels will be considered. *Bonne chance à tous!*

## INTEGRATING CHILDREN'S LITERATURE INTO THE CURRICULUM

Twelve Francophone children's stories are presented with vocabulary and activities for the middle school classroom. Edited by Janel Lafond-Paquin, Chair, AATF Commission on Middle Schools.

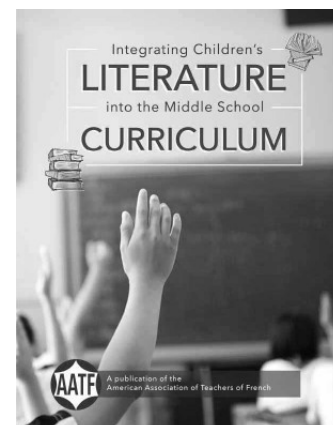
\_\_\_\_\_ *Integrating Children's Literature* x \$25 = Total enclosed \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Tel: \_\_\_\_\_ Mail to: AATF, 302 N. Granite St., Marion, IL 62959.





# CLASSROOM ACTIVITY

In my classroom, it's not the "Madame Show." It's me guiding and providing prompts to then get the students to work. I don't lecture. I ask lots and lots of questions. For example, I use the PACE method to teach grammar:

- **P**resent material contextualized for unit (ex: short reading describing pet)
- **D**raw **A**ttention to grammar (ex: highlight all adjectives)
- **C**o-construct grammar rule with students (ex: "why are some adjectives in front of the noun, and some behind?" Students guess and together you formulate the why)
- Do some drills to practice the skill (discrimination, mechanical, meaningful, communicative)
- Prompt an **E**xtension activity for students to practice new skill in open-ended speaking or writing (ex: write a paragraph describing your favorite character in a movie of your choice)

The following is a PACE lesson used to teach the verb *vouloir* in the present tense to French I students.

*Lisez l'histoire suivante:*

Marie est une grande fille intelligente. Elle habite à Paris. Elle adore faire du sport. Marie adore manger aussi! Mais elle a un problème! Elle **veut** un cheeseburger américain avec des cornichons. Elle visite un restaurant parisien.

Marie au serveur: S'il vous plaît!

Serveur: Oui, Madame. Qu'est-ce que je vous sers?

Marie: Je **veux** un cheeseburger américain avec des cornichons, s'il vous plaît.

Serveur: Oh je suis désolé, madame. Nous avons un cheeseburger mais il n'est pas américain. Il a du fromage français.

Elle ne peut pas trouver de vrai cheeseburger américain avec des cornichons à Paris. Alors elle décide d'aller à Montréal voir son

ami Jim. Jim est un garçon stupide. Elle arrive chez lui.

Jim: Qu'est-ce que tu **veux**?

Marie: Est-ce que nous pouvons manger un cheeseburger américain avec des cornichons?

Jim: Oui, en théorie, mais je ne **veux** pas de cheeseburger américain avec des cornichons. Je **veux** de la poutine et du sirop d'érable!

Marie: Ben...ok. Tu **veux** visiter les États-Unis avec moi? Je ne **veux** pas y aller seule.

Jim: Oui, d'accord.

Jim et Marie décident de visiter les États-Unis ensemble. Immédiatement après leur arrivée, ils cherchent un restaurant.

Marie: Excusez-moi. Nous **voulons** manger. Est-ce qu'il y a un restaurant près d'ici?

Voyageur: Qu'est-ce que vous **voulez** manger? Il y a un restaurant en face du terminal.

Jim et Marie entrent dans le restaurant.

Serveur: Hello there, folks! What can I bring you today?

Marie: Je **veux** un cheeseburger américain avec des cornichons, s'il vous plaît.

Jim: Je **veux** une poutine. Merci!

Serveur: What are you two talking about?!

Un autre serveur écoute la conversation:

Serveur 2: Oh pas de problème, madame et monsieur! J'étudie le français au lycée alors je comprends parfaitement. Ils **veulent** un cheeseburger américain avec des cornichons et une poutine.

Serveur: I don't know what the heck any of you are saying. I'm on my break.

And they all lived happily ever after...

What does the verb *vouloir* mean?

Fill out the *vouloir* chart below:

Je	Nous
Tu	Vous
Il Elle On	Ils Elles

What might you say if you want to be more polite? *Comment dit-on*, "I would like..."

*On pratique!*

A. Circle the correctly conjugated form of *vouloir* in the following sentences.

1. Je veux / veut aller au café.
2. Elles veut / veulent des frites.
3. Tu veut / veux déjeuner.
4. Nous voulons / voulez une glace.
5. Il veux / veut dîner.
6. Vous voulons / voulez des spaghetti.

B. Write *C'est samedi. Des amis vont en ville et chacun veut faire des choses différentes.*

*Modèle: Cécile / aller dans un café.  
Cécile veut aller dans un café.*

1. Je/visiter le musée
2. Vous/jouer au foot au stade
3. Antoine et Marc/regarder un film
4. Nous/faire une promenade
5. Julie et Zoé/aller au café
6. Tu/ manger une glace

## C. Activité 2 Expression personnelle:

Say the answers to 1 and 3 to a partner. Write the answers to 2 and 4 below.

1. Ce week-end, qu'est-ce que tu voudrais faire? Qu'est-ce que tu ne veux pas faire?
2. Cet été, qu'est-ce que tu voudrais faire? Qu'est-ce que tu ne veux pas faire?
3. Après l'école, qu'est-ce que tu voudrais faire? Qu'est-ce que tu ne veux pas faire?
4. Dans la vie, qu'est-ce que tu voudrais faire? Qu'est-ce que tu ne veux pas faire?

## D. Timed Write

Write a dialogue in French between two friends discussing what they want and don't want to do this summer during their vacation in France. Though we are discussing future activities, continue to write in the present tense. The friends should also talk about what their friends and families will want to do or not do with them on the trip. You have 15 minutes and must write for the entire time allotted. You may not use wordreference or a dictionary. Use what you know!

Lauren Robinette

Sumner Academy of Arts & Sciences  
High School (KS)

**Editor's Note:** While the sample reading text was written in order to be comprehensible to French I students and to introduce the verb *vouloir* in context, there are some culinary and linguistic stereotypes that teachers could and should address with their students.

## NEW AATF HEADQUARTERS CONTACT INFORMATION

Our new address is  
302 North Granite Street  
Marion, IL 62959-2346  
Phone: 815-310-0490  
Fax: 815-310-5754

Mail that is sent to the Southern Illinois University address will be significantly delayed. In addition, the P.O. Box has now been closed, although that mail will be forwarded for one year.

## REBECCA AND JEAN-PAUL VALETTE AATF LEGACY AWARD

Thanks to a generous donation from AATF Past-President Rebecca Valette and her husband Jean-Paul, we are pleased to announce the first annual Rebecca and Jean-Paul Valette AATF Legacy Award. This award will be made to an AATF member teacher whose program has shown significant growth over the last 3-5 years. The candidate selected will receive a cash prize of \$3000 and a complimentary one-year membership in the AATF. The recipient will also receive a plaque to be presented publicly at the AATF annual convention or at a local event of the candidate's choosing. The funds are intended to be used for professional development as well as improvement of the program.

### Requirements

The candidate chosen

- must have been teaching at the middle school or high school level in a public or private school for at least five years;
- must have been an AATF member for at least three consecutive years;
- must demonstrate significant and steady growth in enrollment in his or her French program over the last 3-5 years;
- must submit a (1) current CV; (2) a statement describing his or her personal philosophy on teaching French (500-800 words); and (3) a

description of the recruitment and retention strategies used with supporting documentation.

- (4) must submit enrollment figures over the previous 3-5 years and should include comparative figures for other languages and/or other schools in the district or comparable schools;
- (5) must include two letters of support: a recommendation from an administrator addressing the growth in enrollment and the candidate's achievements and a letter from a colleague highlighting the candidate's achievements.

Preference will be given to a teacher who is the sole full-time teacher at his/her school.

The application should be submitted in pdf format as one document. E-mail this document to [abrate@frenchteachers.org] no later than **March 1, 2017**. Letters of support may be e-mailed directly to [abrate@frenchteachers.org] with the applicant's name and AATF Legacy Award in the subject line.

In the event a file is too large to e-mail, it can be shared as a Google doc with [abrate@frenchteachers.org] making sure that "Anyone with a link can access" is selected and share the link.

We look forward to receiving many applications.

## FLEUR DE LYS MEDAL

We have replaced the various AATF small medallions with this silver-colored fleur de lys medallion. It is 1 inch in diameter, with a laurel wreath border, and the back side of the medal can be engraved. Can also be used as a pendant or charm. Price includes shipping and handling. \$7.50 each; 3 for \$18.



\_\_\_\_\_ medals x \$7.50 (3 for \$18) = Total enclosed \_\_\_\_\_

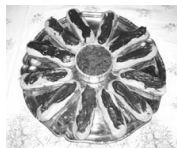
Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Tel: \_\_\_\_\_ Mail to: AATF, 302 N. Granite St., Marion, IL 62959.

## 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 cook-



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

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Tel: \_\_\_\_\_ Mail to: AATF, 302 N. Granite St., Marion IL 62959

## ARMES DE PARIS MEDAL

We have finally been able to replace the bronze *Armes de Paris* medal which many AATF members liked to award to outstanding students. The back side of the medal can be engraved. Price includes shipping and handling. \$18 each; 3 for \$45.



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

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Tel: \_\_\_\_\_ Mail to: AATF, 302 N. Granite St., Marion IL 62959

## 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, 302 N. Granite St., Marion, IL 62959.

## 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; receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, placed on the website Honor Roll of donors;

### GOLD LEVEL BENEFAC-

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

### SILVER LEVEL BENEFAC-

**TOR:** Awarded to any member who contributes at least \$2500 in a given year to the AATF; receive a framed certificate, complimentary registration to all future AATF conventions, placed on the website Honor Roll of donors;

### BRONZE LEVEL BENEFAC-

**TOR:** Awarded to any member who contributes at least \$1000 in a given year to the AATF; receive a framed certificate, placed on the website Honor Roll of donors.

Members are recognized each November in the *National Bulletin* as a Sponsor (\$500-\$999), Patron (\$100-\$499), Sustaining Member (\$50-\$99). We welcome contributions in any amount. If every member donated only \$1, we would have \$10,000 to devote to scholarships and the development of materials. Make a donation to the AATF as you return your dues invoice. Contributions are tax deductible.



## ORDER AN AATF MEMBERSHIP ID CARD

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

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

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

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

AATF members can obtain an official AATF membership card by sending a SASE to: AATF Membership Card, 302 N. Granite St., Marion, IL 62959. Chapters can order cards in bulk for distribution to their members.

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

Ann Sunderland  
AATF Past-President



American Association  
of Teachers of French  
Année \_\_\_\_\_

M., Mme/Mlle \_\_\_\_\_

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

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

\_\_\_\_\_  
La Secrétaire générale

## Découvrez Saint-Louis!

**Congrès annuel de l'AATF du 16 au 19 juillet 2017**

### 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 (6) *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 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, 302 N. Granite St., Marion IL 62959

## MEMBERS' NOTES

**Joëlle Vitiello**, Immediate Past-President of the Minnesota Chapter, and **Françoise Denis**, editor of the chapter newsletter *Les Reflets de l'Étoile du Nord*, were both honored with the title of *Chevalier dans l'Ordre des Palmes académiques*. **Clara Orban**, Chicago/Northern Illinois Chapter and professor at DePaul University, also received this prestigious recognition. **Robert 'Tennessee Bob' Peckham** was decorated *Chevalier dans l'Ordre des Palmes académiques* by Solène Vilchien, *attachée culturelle adjointe chargée de la coopération éducative au Consulat de France à Atlanta*.

Members of the Minnesota Chapter gathered for an evening social event and to honor **Claire Hagen**, the director of registration and awards for the Minnesota Chapter's *À Vous la parole* French speaking competition for over 22 years, as the chapter's 2016 French Teacher of the Year.

**Regina Symonds**, Triton Regional High School (MA), received the Eastern Massachusetts Chapter's 2017 French Educator of the Year Award and was also recognized at the MaFLA Awards and Business Lunch at the ACTFL convention. Named Triton's 2016 Teacher of the Year, Regina, a former Fulbright Scholar, organizes two exchange programs for French students at her school, one in Québec and the other in France. She also advises the French Honor Society and French Club and registers all her students for *le Grand Concours*. She has served on the AATF Commissions for the Promotion of French and National Standards and has presented sessions at many AATF conferences.

**Heidi Trude** (Virginia Chapter) was named as Virginia Region IV Teacher of the Year.

**Julia Ullmann** (Florida Chapter) was named French Foreign Language Teacher of The Year by the Florida Foreign Language Association.

**Laura Roché Youngworth** (Kentucky Chapter), Teacher of the Year for the Southern Conference on Language Teaching (SCOLT), was a finalist for ACTFL Teacher of the Year.

The Chicago/Northern Illinois Chapter offered their 2016 *Prix du Chapitre* to **Kristina Beck**, **Yvonne Fawell**, and **Gloria Maliszewski**.

At the 2016 Illinois Council on the Teaching of Foreign Languages (ICTFL) conference, **Kellye Guzik** and **Elaine Diveley** received Distinguished Service Awards, and French teacher-in-training, **Nora Marren**, received an Award for College Foreign Language Teaching Majors.

At the awards banquet of the Tennessee Foreign Language Teaching Association (TFLTA), Associate Professor of French and French Studies at the University of the South, **Laurie Ramsey**, was presented the Jacqueline Elliot Award for Outstanding Service to the Profession.

Wisconsin Chapter President **Andrea Behn**'s article "My Journey Following the Path of the World-Readiness Standards" was published in the *ACTFL Language Educator*, Jan.-Feb. 2016 issue.

### 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 36.

Answers: 22 novembre 1685; 1<sup>er</sup> décembre 1944; 12 juillet 1998; 1<sup>er</sup> mai; 19 juillet 1919.

## NEWS FROM THE AATF EXECUTIVE COUNCIL

There have been several changes to the AATF Executive Council.

**Katy Wheelock** was elected as AATF Region III Representative (Mid-Atlantic) for a three-year term starting January 1. **Dan Noren** was elected to a three-year term as Region V Representative (East Central). He had previously been appointed to complete the term of his predecessor. **Marie Schein** (South Central) was re-elected to a three-year term as Regional Representative. **Brian Kennelly** was elected to three-year term as Vice-President of the AATF.

We would also like to thank the outgoing members of the Executive Council for their dedication and service to the AATF. Past-President **Mary Helen Kashuba, SSJ**, finishes her term. She has served as Regional Representative, Vice-President, and has been the National French Contest Administrator for Philadelphia for more than 35 years. We are sure she will continue to be an active presence in the AATF at all levels. **Christine Gaudry** served two terms as Region III (Mid-Atlantic) Representative. Christine's dedication to the AATF will be missed. **Madeline Turan** served two terms as Vice-President. She chaired numerous committees, and her lively convention presentations were greatly appreciated. Both made invaluable contributions to the smooth running of the AATF, and we are sure they will continue to be involved in AATF activities in other ways.

### HAVE YOU MOVED?

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 contacting [address@frenchteachers.org].

## AATF SMALL GRANTS

The AATF Small Grants program is intended to support local projects by members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$4000, with the maximum award being \$500. Matching funds from the chapter to which the applicant belongs or from another source must be committed.

Application must be submitted on-line by **March 1, 2017**. For instructions, go to [http://www.frenchteachers.org/hq/awardsandgrants.htm]. A brief summary of the project, including purpose, individuals involved, dates; (1) total anticipated budget; (2) funds requested; (3) other sources of funds, including amount to be matched from chapter treasury, if applicable, are required. Chapter support must be attested to by the Chapter Secretary-Treasurer via e-mail to [smallgrants@frenchteachers.org]. Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process as soon as you read this by alerting your Chapter officers to your upcoming request.

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

Members at all levels of instruction may apply.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2017 are encouraged.

## WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One \$2000 scholarship per year is given to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2017-2018.

### Eligibility Requirements

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

### Scholarship

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

### Application Form

Applications must be submitted on line. For instructions, go to [www.frenchteachers.org/hq/summer-scholarships.htm]. Letters of recommendation should be e-mailed to [scholarships@frenchteachers.org] with applicant's name, Jensen Scholarship, 2017 in the subject line. The deadline for receipt of applications is **March 15, 2017**.

AATF Twitter / Facebook @ AATFFrench

## What's New in the French Review?

Vol. 90, No. 3 (March 2017)

- "Émotions politiques, politiques émotionnelles: Christine de Pizan et Charles V" (Métivier)
- "Comment faut-il lire *Le Misanthrope*?" (Mandel)
- "Reuniting Speech and Song: Reading Sebbar with Rousseau" (Schoene)
- "Seeking the Shadow Sister in Annie Ernaux's *L'autre fille*" (Lipman)
- "Voicing Hunger in Césaire's *Cabier*" (Igou)
- "Orthodox Spirituality and the Boundaries of Europe in the Novels of Maria Maïlat and Liliana Lazar" (Sabo)
- "Whatever Became of 'Génération Mitterrand'?" Virginie Despentès's *Vernon Subutex*" (Schaal)
- "Slam ô Féminin's Collective Relationship to Print, the Spoken Word, and Marginalia" (Jonsson)
- "Bernard Palissy et la théorie du cinéma" (Cortade)
- "Portrait du DJ en poète? *Eden* de Mia Hansen-Løve" (Krieger)
- "Traduction pédagogique participative et collaborative dans l'enseignement du FLE" (Jeanmaire)
- "Actions transversales et multimodales dans un cours de langue en milieu universitaire" (Vihou)
- "*Dictées* in the French Second Language Classroom: Prevalence, Perceptions, and Findings" (Swanson)
- "'Toujours faire du continu avec du discontinu': un entretien avec Olivia Rosenthal" (Motard-Noar)



## FOSTERING STUDENT INDEPENDENCE IN LEARNING A SECOND LANGUAGE WITH TECHNOLOGY

It seems like students are glued to their phones, taking them out of their pockets whenever they get the chance to skim social media or to message their friends during class. Students are on their devices as much as they can be, so as educators, let's use that to our advantage!

A common myth among this younger generation of students is that they know how to use technology better than the previous generation. I would argue the students might know how to push certain buttons to get where they want to go; however, they have yet to learn how to effectively use technology. There is still a need to learn the skills that come with experience and proper teaching, such as researching with effective keywords, how to communicate in a professional setting, and how to acquire proficiency of a second language. This is an area where the previous generation of educators can share their experiences and continue to teach these skills in a new medium.

Looking at the structure of a typical school week, students realistically have a few hours of instruction in a world language. Then, during the rest of their week, students are saturated in an English-speaking culture. Many students hope to become fluent when they are taking a world language course. However, this expectation is unrealistic with the aforementioned timeline. In order to become proficient in a second language, students should enrich their learning with materials that supplement class time. I have gathered a short list of fun, educational, and engaging tools to use with students that will assist them on their path to proficiency in their second language.

This article will showcase a few multi-purpose tools students can use at school in their free time, at home, or on-the-go to enrich their learning. The tools mentioned below are free. The goal when using each of these tools is to present them to the class and show students how to use them to their advantage. Now, as the educator, you are providing the tools and teaching them

to be independent and responsible for their own second language acquisition to reach their personal goals of fluency.

**Duolingo** [<https://www.duolingo.com>]

**& Memrise** [[www.memrise.com](http://www.memrise.com)]

Both apps/websites allow for student growth in a second language in an easily attainable way. Duolingo is well known, and visually shows students' growth on their path to proficiency. It also stresses completing activities each day to maintain language skills. Memrise is similar to Duolingo but uses adaptive learning technology to fit each individual student. Memrise shows language growth through the image of a seed growing into a flower. Both tools are user-friendly and a great place to start when teaching students how to be independent on their path to proficiency.

**Lyrics Training** [<http://lyricstraining.com/fr/>]

For music lovers, this free website will allow them to test their skills. Students can choose a song, listen to it, and fill-in-the-blank with the missing word. There are options to type in or choose the missing word, multiple-choice style. This is a great option for an in-class assignment or as homework to get students exposed to using this tool. Students can also search the website to find new songs and add them to the class playlist. Who doesn't love listening to music?

**FluentU Blog** [[www.fluentu.com/french/blog/](http://www.fluentu.com/french/blog/)]

This blog is written by FluentU, a company offering language-learning courses in many different languages. Taking the courses requires a subscription, yet reading the blog does not. There are a variety of blog posts that promote easy ways to learn another language. This blog specifically focuses on providing tools in the French language. To cite a few examples, there are posts on various videos to watch, selective music to listen to, ways to

increase comprehension, and cultural phraseology that would not otherwise be covered in a standard world language classroom. This tool is great to share with students, although I would suggest reading articles thoroughly before presenting them to a class.

This is an brief overview of some great resources, as each of these apps/websites provides a great starting point for learning a second language. These websites and apps are just tools; they help foster and grow learning, but students are also looking for support and encouragement from their teachers. I don't believe one can become fluent from these sources alone. However, I hope your teaching inspires a student and they, in turn, can share additional quality resources with you.

Courtney Parkinson  
Oakland Christian School (MI)  
[[MadameParkinson@gmail.com](mailto:MadameParkinson@gmail.com)]

## MIDDLE SCHOOL HONOR SOCIETY

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

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

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

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

# 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 post-secondary. 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 Franco-phone 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 2018, 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 Saint Louis in July 2017.

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. 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, 2017**. 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 Franco-

phone 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 website), 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, 2017**.

# SALUT LES JEUNES!

## LE TEMPS DES SUCRES



Nous démarrons notre étude de l'étendue de la langue française au mois de février avec notre voisin du nord—le Canada. Au Canada au mois de février (et surtout au Québec) la tradition dit que c'est le temps des sucres. Alors après avoir vu une vidéo et lu un livre sur le processus de fabrication, et pendant que les classes d'espagnol font les feuilles d'exercices en classe, nous mettons nos bottes, parkas, gants et chapeaux pour sortir faire du sirop d'érable. Il nous faut faire vite, parce qu'on n'a que 40 minutes de classe.

Heureusement notre école a beaucoup d'arbres sur le campus. Nous identifions les érables par leurs branches: les sapins ont les branches qui descendent, les chênes ont les branches horizontales et les érables ont les branches qui montent en «V». (Le professeur de sciences m'aide aussi à choisir au préalable les arbres assez grands.) Les élèves volontaires portent la perceuse, sa pile, la mèche, le chalumeau, un marteau pour enfoncer le chalumeau, le seau et une couvercle pour le seau. Parfois la neige est assez profonde; il faut des volontaires qui ne vont pas les perdre! Quand nous trouvons l'arbre qu'il nous faut, je rassemble la perceuse avec sa pile et la mèche et je choisis un élève sérieux pour faire le trou dans le tronc. Un autre met le chalumeau; un autre le martèle dans le trou (pas trop fort!); on met le seau et on regarde pour voir si la sève coule. Normalement, non. Il faut attendre. Nous mettons un couvercle et nous rentrons en classe.

(Chut! Il ne faut pas ennuyer les autres qui travaillent!) Je fais pareil avec chacune de mes quatre classes de 4<sup>th</sup> *Grade French*. Pendant les jours et semaines qui suivent j'apporte les seaux en classe avec de la sève pour une dégustation. Est-ce que c'est du sirop? Non. Est-ce que c'est de l'eau? Non. C'est...différent... un peu sucré? Hmmm. Nous comptons les litres (au Canada on mesure en litres) que nous récoltons, et ils restent dans le frigo à la cantine jusqu'à ce qu'on en ait assez pour bouillir. Ça devient un projet axé sur les des nombres puisqu'on monte souvent au delà de 250 litres.

J'obtiens la permission spéciale de la Directrice adjointe pour que mes classes visitent la cuisine pendant que la sève y cuit. Les enfants doivent promettre de ne RIEN TOUCHER et de tenir les mains à leurs côtés. Le chef de cuisine pense que c'est épatant d'avoir une classe entière qui entre dans sa cuisine et dit «Bonjour, Chef!» Les élèves pensent que c'est super! Je prends le pot dans mes deux mains et le tiens devant chaque élève pour qu'ils puissent sentir l'odeur fantastique. Ensuite le chef distribue des cuillères et nous goûtons. Ce n'est pas encore du sirop, mais on voit que ça le deviendra bientôt. La classe dit: «Au revoir, Chef», et nous rentrons en classe.

Quand la sève ne coule plus et nous avons fini de la faire bouillir, nous avons un exercice de maths. Ces élèves viennent d'apprendre comment diviser. Je donne un bout de papier à chaque élève et j'écris au tableau le total en litres de sirop que nous avons. Ensuite j'ajoute le nombre d'élèves que j'ai en 4<sup>th</sup> *Grade French*. Ils regardent les deux chiffres pendant un instant, puis tout d'un coup, un d'entre eux voit qu'il s'agit d'un problème de maths pour voir s'il y a assez de sirop pour tout le monde. Quel vacarme!

Au bout de quelques minutes je demande à un élève de nous montrer comment résoudre le problème au tableau, et nous vérifions le résultat ensemble. Ensuite, puisqu'il y en a toujours assez pour tout le monde, il nous faut chercher les volontaires pour apporter les crêpes ou *pancakes* en classe et choisir la date de notre repas «canadien». Le jour choisi j'apporte un grand pot de sirop avec une louche pour le servir. J'ai une micro-onde en classe pour réchauffer les donations, et nous votons pour voir si on préfère les crêpes ou les *pancakes*. Tout le monde est d'accord que les Canadiens ont raison: le sirop d'érable, c'est délicieux.

Il est à noter que tout ceci est possible sans parler un seul mot en anglais devant les élèves. Quoique cette activité ne soit pas possible partout, là où elle l'est, ça vaut le coup.



**VOCABULAIRE:**

Temps des sucres: saison de la production du sirop d'érable.



**une perceuse:** machine qui fait des trous



**un chalumeau:** tube de bois, métal ou plastique, qui est placé dans le trou perce dans l'érable et qui dirige la sève vers le seau.

**la sève:** liquide intérieur qui coule d'un arbre



**un marteau:** outil pour taper le chalumeau dans l'arbre



**un seau:** accrocher le seau près du chalumeau pour recueillir la sève

Paul Kueffner  
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[psk125@optonline.net]

This delightful description of a successful French class activity from Connecticut may not be applied to all classes across the country, but it displays the creativity of a FLES teacher who weaves francophone culture into the French learning environment. Older French students could enjoy reading about these fourth graders in French!

If you have something unique in your classroom, please share with your colleagues via *Salut les jeunes!* send your ideas, games, successful lessons, or language gimmicks to: Elizabeth Miller at [mmemiller@aol.com].

## AATF OUTSTANDING SENIOR IN FRENCH AWARD

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

To qualify for the award, a student must:

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

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

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

Only one student per school per year will be accepted.

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

There is no deadline for this award. The nomination form is on page 31. Nominations can also be made through the On-line Store.

The order form is found on page 35. Both these awards can also be ordered through the on-line store at [store.frenchteachers.org].

## AATF EXCELLENCE IN FRENCH AWARD

The AATF has established a new award to recognize French students at all levels. This allows teachers to reward students in each year of French study or multiple students in a given class. It also allows teachers at the elementary or middle school levels or in community colleges to recognize their students.

To qualify, a student must:

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

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

There is no deadline for this award. Address questions to [sra@frenchteachers.org].

## ALLONS AU CINÉMA: PROMOTING FRENCH THROUGH FILM

Vol. 1 contains fourteen French and Francophone films and Vol. 2 contains seventeen which are presented with vocabulary and activities for the classroom at both onday and post-secondary levels.

\_\_\_\_\_ Vol. 1 *Allons au cinéma* x \$25 = Total enclosed \_\_\_\_\_

\_\_\_\_\_ Vol. 2 *Allons au cinéma* x \$25 = Total enclosed \_\_\_\_\_

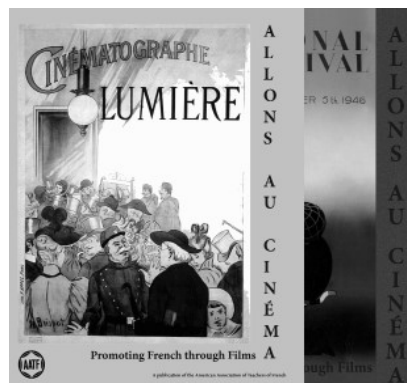
\_\_\_\_\_ Both volumes x \$40 = Total enclosed \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Tel: \_\_\_\_\_ Mail to: AATF, 302 N. Granite St., Marion, IL 62959.



## AATF COMMISSION ON ADVOCACY UPDATE

At the Confederation in Oregon for Language Teaching-Washington Association for Language Teaching (CO-FLT-WAFLT) Conference, I presented on "Foreign Language—Advocacy, Empowerment, and Career Pathways." I was impressed by the number of participants who attended my session and most importantly, by their engagement in foreign language advocacy.

I also attended the Cultures and Languages across the Curriculum (CLAC) Consortium Conference where I presented on "The Role of Multilingualism in Global Citizenship: The Many Languages One World (MLOW) Essay Contest and Global Youth Forum." I was happy to hear many references to the MLA report, *Foreign Languages and Higher Education: New Structures for a Changed World*. The energy, enthusiasm, and creativity of foreign language educators were inspirational.

The Commission works to advocate for French language and Francophone cultures, programs at risk, and to proactively disseminate information on the value of French language skills.

While we support programs in danger, we also believe that proactive vigilance is most effective in ensuring that French programs flourish and thrive. Commission efforts have continued to concentrate on the use of social media and to advance the research agenda through publications.

The Commission maintains a webpage, wiki, and Facebook page. Contact us directly with questions or if you would like to participate. Please look for us at

- Advocacy Depot [[www.utm.edu/staff/globeg/advofr.shtml](http://www.utm.edu/staff/globeg/advofr.shtml)]
- Advocacy Facebook [AATFcommissiononadvocacy]
- Advocacy Wiki [<https://frenchadvocacy.wikispaces.com/>]

If you are aware of a French program at risk, contact us, and we will make every effort to reach out to local AATF chapters and to support the program. Your suggestions and recommendations are always welcome.

Kathy Stein-Smith, Chair  
[[kathysteinsmith@gmail.com](mailto:kathysteinsmith@gmail.com)]

## CONNECTICUT TEACHERS ARE IN KAHOOTTS!

The Connecticut AATF Chapter created a Quiz Bowl event for French students in grades 7-12. Combining a love of trivia games with a fun, student-centered event, the French Cultural Trivia Quiz Bowl was born. For students to participate, their teacher had to be an AATF member, but no entrance fee was charged. Around 26 schools competed for the grand prize, and others participated for fun.

The preliminary round was administered through Kahoot! [<https://getkahoot.com>], a free, on-line quiz website, where students respond to multiple-choice questions using internet-ready devices (laptop, tablet, mobile phone). The Kahoot, administered in class, was available for two weeks, so teachers could participate on a day that suited their schedule. Detailed instructions were provided for how to access the Kahoot, how to enroll students, and how to submit a screenshot. This document is available on the AATF wiki should your chapter wish to host such an event.

A sub-committee of the chapter executive board created a bank with 22 questions, in English, about cultural aspects of the Francophone world. Students could play once. The teacher was responsible for enforcing an honor code which prohibited outside help during the quiz. Points were awarded for correct answers and for the speed of the response. The teacher then submitted a screen shot showing the school's highest scorer. In the event of a tie, screenshots of both scores were accepted. The top four finalists competed live at the *Cérémonie de Remise des Prix*, using "Eggspert" wired buzzers as well as a fancy graphic-rich projection component, making it truly feel like a real game show. A local TV news crew was on hand to cover the event. The winner, Gabriel Quiroga from Greenwich High School, received a \$250 Amazon gift card.

The event was very popular and, because of the AATF membership requirement, some new teachers joined. The chapter is looking forward to making this an annual event.

AATF Twitter / Facebook @ AATFFrench

## AATF MEMBERSHIP DRIVE

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

### How It Works

We are offering a special pay-two-get-one-free incentive to current members to recruit new members. If the current member can get two new members to join, 2017 membership will be free. The requirements are:

- the two new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- the current member's pre-printed renewal invoice should, if possible, accompany the two new forms;
- if the current member has already paid 2017 dues, the free membership will be applied to the next year; no refunds will be made.

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

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

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



# AATF OUTSTANDING SENIOR/EXCELLENCE IN FRENCH AWARD APPLICATION FORM

\_\_\_\_\_ OUTSTANDING SENIOR AWARD

\_\_\_\_\_ EXCELLENCE IN FRENCH AWARD

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

Nominating AATF Member's Name: \_\_\_\_\_

Member's Address: \_\_\_\_\_

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

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

Name of Administrator to Whom Letter Should be Sent

Name & Title: \_\_\_\_\_

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

1. I certify that this student is in his/her \_\_\_\_\_ year of French study (3 minimum for Outstanding Senior).

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

3. He/she is a graduating senior (for Outstanding Senior Award). \_\_\_\_\_ Yes \_\_\_\_\_ No

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

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

\_\_\_\_\_ study abroad \_\_\_\_\_ *Grand Concours* \_\_\_\_\_ French Club \_\_\_\_\_ Officer

\_\_\_\_\_ National French Week \_\_\_\_\_ *Société honoraire* \_\_\_\_\_ SHF Officer \_\_\_\_\_ Pi Delta Phi

Other \_\_\_\_\_

6. I am a current AATF member. \_\_\_\_\_ Yes \_\_\_\_\_ No

Member's Signature: \_\_\_\_\_

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

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

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

Amount enclosed: \_\_\_\_\_

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

This form can be mailed or faxed to: AATF Awards, 302 N. Granite St., Marion, IL 62959; Fax: 815-310-5754. Purchase orders accepted. Address inquiries to [sra@frenchteachers.org]. Award nominations can now be submitted through the AATF On-line store. Provide billing address if different than home address above.

Credit Card # \_\_\_\_\_ Exp. \_\_\_\_\_ Sec. Code \_\_\_\_\_

# AATF MATERIALS CENTER

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 nonmember price is in parentheses.

**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)

**AATF Ball-Point Pens:** AATF engraved in gold on blue marbleized 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

**Integrating Children's Literature into the Middle School Classroom,** edited by Janel Lafond-Paquin. From the AATF Press. (142 pp) \$25 (nonmembers \$40).

**Allons au cinéma: Promoting French Through Film, Vols., 1 and 2,** edited by Dolliann Hurtig and Joyce Beckwith. From the AATF Press. \$25 each; both for \$40 (nonmembers \$40 each/both for \$55).

**Étudiants sans frontières: Concepts and Models for Service-Learning in French, Vol. 1,** edited by Jacqueline Thomas. First publication from the AATF Press (190 pp.) \$25.

**Integrating Service-Learning and Volunteer Opportunities, Vol. 2.** Ada Giusti. AATF Press \$25. Both volumes \$40.

**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. \$10 (\$16)

## 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

## 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

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, 302 N. Granite St., Marion IL 62959-2346; [aatf@frenchteachers.org]. Prices valid through 5/31/17.

## AATF COMMISSION ON FLES\* 2017 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF FLES\* Commission is delighted to announce the 2017 Poster Contest for students of French K-8. Students enrolled in both public and private schools are eligible.

Individual teachers may submit up to THREE posters in each category to the FLES\* Poster Contest which is chaired by Karen Campbell Kuebler. The theme this year is: "*La Cuisine du monde francophone* / The Cuisine of the Francophone world." This theme may be presented in a variety of techniques and artistic interpretations.

### REQUIREMENTS:

1. Entries MUST be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.
2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teacher must be a

- current member of the AATF.
4. Each poster MUST be accompanied by the student information form found below.
5. Entries are limited to THREE PER TEACHER FOR EACH CATEGORY. Teachers are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort (see learning targets below).
6. The posters must be postmarked by **March 1, 2017**. Send to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkc.danser@verizon.net]. Please mail the posters flat, first class, and protected by cardboard.

The poster contest judges will use the followings learning targets to clarify the applicability of theme, creativity, and effort.

**K-1 & 2-3 categories:** On my poster...(1) I can identify 3 different

Francophone foods; (2) I can identify the contest theme; (3) I can show my effort and attention to neatness on my poster.

**4-6 category:** (1) I can identify 4 different Francophone foods on my poster. (2) I can identify the contest theme on my poster. (3) I can show my effort and attention to neatness on my poster.

**7-8 category:** (3) I can identify 5 different Francophone foods on my poster. (2) I can identify the contest theme on my poster. (3) I can show my effort and attention to neatness on my poster.

Winners will be notified in early May. The first place winners in each category will receive a cash prize. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students.

### NOTE

Please take a photo of the poster(s) before sending! Posters become the sole property of the AATF and are not returned.

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

Student's Name: \_\_\_\_\_

Student's Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

School Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_ School Phone: \_\_\_\_\_

Principal's Name: \_\_\_\_\_

Sponsoring Teacher: \_\_\_\_\_

Teacher's Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Teacher's Telephone: \_\_\_\_\_

Teacher's Email: \_\_\_\_\_

### SIGNATURES (All are required)

We understand that this poster becomes the sole property of the AATF National Commission of FLES\* and are not returned. They may be duplicated in publications and/or displayed at meetings.

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Sponsoring Teacher \_\_\_\_\_ Date \_\_\_\_\_

**ATTACH THIS FORM TO THE BACK OF THE POSTER.**

2017 National French Contest (FLES Feb. 15-25, Grades 7-12: Feb. 25-Mar. 24)



## CALENDAR OF EVENTS

**Northeast Conference on the Teaching of Foreign Languages**, February 9-11, 2017, New York, NY. Information: NECTFL, 2400 Main Street, Buffalo, NY 14214; e-mail: [info@nectfl.org]; Web: [www.nectfl.org].

**Center for the Study of Languages and Culture, University of Notre Dame**, March 31-April 1, 2017, Notre Dame, IN. Information: [http://cslc.nd.edu/research/conferences-and-symposiums/lets-talk/spring-2017/].

**Central States Conference on the Teaching of Foreign Languages**, March 9-11, 2017, Chicago, IL. Information: Patrick T. Raven, Executive Director, CSCTFL, 7141A Ida Red Road, Egg Harbor, WI 54209; phone: (414) 405-4645; fax: (920) 868-1682; e-mail: [csctfl@aol.com]; Web: [www.csctfl.org].

**Southern Conference on Language Teaching**, March 16-18, 2017, Orlando, FL. Information: David Jahnes, Executive Director, P.O. Box 33615, Decatur, GA 30033; phone: (404) 290-1942; Web: [www.scolt.org].

**American Association of Teachers of French (AATF)**, July 16-19, 2017, St. Louis (MO). Information: AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: (815) 310-0490; fax: (815) 310-5754; Web: [www.frenchteachers.org].

### MARK YOUR CALENDAR! JOIN US IN SAINT LOUIS IN 2017!

Attend the 90<sup>th</sup> annual AATF convention as we meet in Saint Louis. Join more than 400 colleagues from across the U.S. as we celebrate the French language and all its cultures.

## À VOTRE AVIS ... A PLACE TO SHARE IDEAS, THOUGHTS, AND PRACTICES

**Question: How do you encourage those students who are reluctant to speak?**

- **Ariadne Livaditis (NY):** I teach a college-ready course for high school seniors through Syracuse University. The primary focus of this course is an immersion experience using the communicative approach. The students are excited and enthusiastic to participate and avoid English. In addition, at the beginning of the year the students receive five index cards/participation points. Students need to submit these cards twice a week to receive full participation for the week = ten points. To submit a card, they need to participate productively in French. At the beginning of the year, I outline specifically what behavior is card-worthy: students can ask questions of me or their peers; they may share their ideas, viewpoints, contradict each other, and so forth. This system works well because the class size is small. Also students are in control of their grades which they appreciate. They know that however many cards they submit is their grade, which adds to their eagerness.

**I decided to pose a second query: How are French teachers spreading kindness, acceptance, and love throughout their schools?**

- **Sarah Finck (CA):** My French 4 students, who have been working on the subjunctive, created mini-posters with positive messages for the country. Examples include: «Je souhaite que les enfants grandissent en respectant toutes les cultures et qu'ils admirent les différences qui nous rend unique» et «Il est important que nous voyions la perspective des autres gens».
- **Ally Calewatts (WI):** I had my students write their name on top of a half sheet of paper then pass it around the classroom. They needed to write a compliment on each paper. They are level 2 and wrote these off the top of their

head in 30 seconds, so their spelling and grammar wasn't perfect, but the students loved it and it really made them smile. I saw them saying really sweet things to each other and one student even snuck a paper with my name on it into the rotation. Such sweethearts!

- **Stephanie Hill (MT):** My students and I have found great success with our school wide initiative Opération Bonheur... giving students authentic audiences for their language skills but also focusing on improving our school climate through positivity. We do monthly activities (while wearing our snazzy matching yellow happy face shirts!) focused on the entire student population, like bringing in therapy dogs and a gourmet hot chocolate station during finals, welcoming students in the morning with posters as they walk in the school, sending out alumni post cards, handing out French motivational pencils before the ACT test, writing cards and making supportive posters for our Spanish students who were taking the national exam, and putting compliments on every mirror in the school for students to take. The changes that I've seen in my students are astounding. Although we also do service projects for students around the world, our kids here are so empowered because this is helping students in their school who might need a kind word or a happy thought. I would be happy to share any information that anyone would need it. Here is my website with past activities, photos of my students, etc.
- <http://ghsfrenchprogram.weebly.com/opecacuteration-bonheur.html>

Our question for the April issue is: "What is your/your students' favorite first day of school activity?" Share via the AATF Facebook [AATFrench], or e-mail [nbeditor@frenchteachers.org]. Merci!

## FRENCH CLUBS RAISE FUNDS FOR HAITI

Fourteen schools have held fundraisers to support education and health care in Paulette, Haiti. Donations from French Clubs and French Honor Societies in these schools have enabled 100 students to attend primary school in Paulette, an extremely impoverished village in the North East Department of Haiti. In 2015 and 2016 the following schools have actively raised funds for tuition and a medical clinic:

South Jefferson High School (NY)  
 Huntington High School (NY)  
 J.R.Masterman School (PA)  
 Tully High School (NY)  
 Malone Junior High School (NY)  
 Far Brook School (NJ)  
 West Morris High School (NJ)  
 Exeter High School (NH)  
 Marcellus High School (NY)  
 Bishop Brossart High School (KY)  
 Agnes Irwin School (PA)  
 St. Mary's Hall (TX)  
 Parkland High School (PA)  
 Louisville Collegiate High School (KY).

Individual French teachers have also donated for tuition and for teacher training. A retired French teacher has donated in honor of her former students in Georgia. Other French teachers have donated to support summer teacher training for teachers in Paulette, Haiti. French Clubs and French Honor Societies have held crêpe sales, bake sales, soccer tournaments, hat days, car washes, and loose-change collections to raise tuition funds for

Haitian children.

In addition to the fundraising, some schools have written in French to pen pals in Paulette, donated soccer balls, made friendship bracelets and vocabulary books for Haitian children. Marcellus High School has funded tuition and contributed to the mobile medical clinic for children.

Fortunately, the village of Paulette was not damaged by Hurricane Matthew. However, nine families have come to Paulette from the southern peninsula. These families lost everything (homes, crops, animals) in the hurricane. They have fled to Paulette which was their birthplace. The nine families have a total of 17 children. The *Fondation pour l'Épanouissement des Enfants Démunis (FEED)* grass roots organization has asked for our help in again providing tuition funds for 100 children. They have also asked for our assistance in providing tuition for the 17 children who have fled to Paulette after losing everything in the recent hurricane.

Donations may be made out to Park Central Church with Haiti in the memo line and sent to Ken Sharkey, Financial Officer, Haiti Educational Partnership, Park Central Presbyterian Church, East



Fayette Street, Syracuse, NY 13202

Donations are needed for the following: (1) tuition for one child per year at the State Primary School = \$26; (2) tuition for one child per year at the Baptist Primary School = \$82; (3) tuition for one child per year at the State Secondary School = \$397; cost for one child to be treated at the mobile medical clinic = \$13.

For more information please contact Georgette Schmidt at [gschmidt@twcnny.rr.com].

### FIND IT ON-LINE

Here are some useful links:

- 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 website, click on Headquarters.



Far Brook School (NJ) fundraiser for Haiti.

### MEMBERSHIP DRIVE

The AATF is launching a membership campaign! See page 34 for information concerning the 2-for-1 offer for a year's free membership.





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302 N. Granite St.  
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### REMINDER: IMPORTANT DEADLINES AND DATES

February 1	Ludwig Excellence in Teaching Awards (page 30)
February 15	AATF Summer Scholarships (page 13)
	2017 Exemplary Program Awards (page 12)
March 1	Rebecca and Jean-Paul Valette Legacy Award (page 24)
	FLES* Poster Contest (page 37)
	AATF Small Grants (page 28)
	Call for Nominations (page 12)
March 15	Walter Jensen Scholarship (page 28)
	Convention Travel Award (page 11)
June 15	Deadline for hotel reservations for Saint Louis Convention

### **SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB**

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

*Palmes académiques* ceremony for Joyce Beckwith (*Commandeur*) and Janel Lafond-Paquin (*Officier*): (L. to R.) Margarita Dempsey, Phyllis Dragonas, Dominique Troin, Janel, Michael Hebert, Rebecca Valette, Beckie Rankin, Joyce, Kathleen Turner, Helen Cummings.

