



MARTINIQUE AATF 2018 CONVENTION

July 18-21, 2018

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH



National Bulletin

IN THIS ISSUE

AATF CONVENTION IN MARTINIQUE - 2018

The theme of the next AATF convention, which will take place from July 18-21, 2018 in La-Pointe-du-Bout, Martinique is “Créolité et environnement aux Antilles francophones.”

Travel to Martinique can be expensive and, if you have a connection and are not traveling from the East Coast, will almost certainly require at least one overnight stay en route. We encourage everyone to be flexible in their travel plans in terms of dates and departure points. We have added pre- and post-convention activities so that attendees can extend their stay and learn more about the people and culture of Martinique. The cost will be comparable to flying to Europe.

Carib Congrès will handle all hotel reservations at La-Pointe-du-Bout, airport transfers, and registration for the post-convention overnight excursion to Guadeloupe. For more information, go to the website they have set up [www.aatfconvention2018.com].

The AATF will handle all other arrangements, including convention registration, pre- and post-convention one-day excursions, cultural immersion seminars organized by Vámonos Tours, meals, and other activities during the convention.

We encourage you to read all information carefully and consult the convention schedule on the website at [www.frenchteachers.org/convention/] before you make your travel plans.

Convention registration of \$550 will include four lunches, a reception on the final evening, one 1/2-day excursion, and two round-trip ferry tickets for travel between La-Pointe-du-Bout and Fort-de-France, as well as a welcome packet and access to all sessions and exhibits. Because of the number of items included and the difficulty of monitoring access between four different hotels, all guests of AATF members and children over the age of 12 must register for the convention. Guest registration and reduced registration for student members, emeritus, honorary, and life members, and leadership fellows will be \$400. The AATF will offer a payment plan for convention registration. Registration must be completed by May 15, 2018. After that date, Late Registration of \$625 will apply.

Printed programs, badges, and excursion tickets will be mailed to all registrants prior to the convention so that we do not have to ship large quantities of paper.

President's Message.....	3
Historical Speed Dating.....	4
Martinique Convention Highlights.....	5
Jensen Scholarship	6
<i>Société Honoraire du Français</i>	6
Executive Director's Message.....	7
AATF Executive Council.....	8
Valette Legacy Award 2018	10
AATF Small Grants	10
<i>Dîner en blanc</i>	11
Members' Notes	12
Call for Nominations.....	13
Chapter News	14
<i>Jeunes Amis du Français</i>	14
Regional Reports	15
Classroom Activity.....	17
AATF Commissions.....	18
<i>Salut les jeunes!</i>	19
FLES* Poster Contest.....	21
AATF Summer Scholarships.....	22
AATF Exemplary Programs	22
Ludwig Teaching Awards.....	23
AATF à ACTFL	24
News from the Executive Council.....	24
Convention Registration Form	25
2018 Future Leaders Program	27
Fostering Communication and Global Connections with Flipgrid.....	28
Teacher Shortage & Recruitment Task Force Report.....	29
Senior & Excellence Awards	31
AATF Materials Center.....	32
<i>À Votre Avis</i>	33
Creating Community in a Unique Setting.....	35



Hotel Information

La-Pointe-du-Bout is a tiny peninsula directly across the bay from Fort-de-France. The hotels are all located within a 15-minute walk between the two farthest hotels. We will be using the Bakoua, Bambou, Carayou, and La Pagerie hotels for lodging, meals, and sessions. There will be significant walking during the convention, and we will leave 20 minutes between sessions to allow ample time to move from one hotel to another. Please read all details carefully. Our rates are better than advertised rates online which may not include breakfast, the same category of room, or other options.

Hotel rates range from 60 € to 260 € per person, depending on category of hotel, view, and if you are sharing a room. The room rate includes breakfast. One hotel rate is *demi-pension* and includes dinner. Descriptions of the hotels can be found on the Carib Congrès site. All hotel reservations will be handled through Carib Congrès at [www.aatfconvention2018.com].

If you have questions or plan to stay outside the dates on the hotel calendar, contact Carib Congrès, and they can take care of you. Note that the single/double room rates are *à la française* with each person paying the rate.

To arrange airport transfers (35 € each way) once you know your flight times or to sign up for the two-day post-convention excursion to Guadeloupe,

go to the Carib Congrès website [www.aatfconvention2018.com].

Ferries leave regularly from each end of La-Pointe-du-Bout and take 30-40 minutes to arrive in Fort-de-France. Registration will include 2 round-trip ferry passes, and tickets can be purchased at departure points as well.

In order to make it easier for convention attendees to communicate with one another to locate roommates, share a hotel room en route, or learn more about what Martinique has to offer, we have created a private Facebook page (accessible only to AATF members who request to join) and Twitter feed dedicated to the Martinique convention. The Twitter feed will contain regular announcements of details related to the convention. You can sign up at [www.twitter.com/AATF_Martinique]. AATF members can join the closed Facebook group from the AATF Facebook page @AATFrench [@AATF_Martinique]. You can find lots of useful advice from us and from other members.

The AATF will offer a payment plan for convention registration handled by the AATF. A non-refundable deposit of \$150 must be paid by January 31, 2018. The remainder of the amount due can be paid in three equal installments due on February 28, March 31, and May 15. Registration must be paid in full by May 15, 2018. A \$50 late fee

(continued on page 5)

AATF Twitter / Facebook @AATFrench

AATF NATIONAL BULLETIN

Vol. 43 No. 3 (January 2018)

Editor: Megan Diercks

Reading Committee: Karen Campbell Kuebler, Towson University, MD; DeLynn Denton, Flower Mound High School, TX; Rebecca Léal, Elmhurst College, IL; Gisèle Lorient-Raymer, Northern Kentucky University, Highland Heights, KY; Laurel Mayo, University of Texas at Arlington (ret); Audra Merfeld-Langston, Missouri Science & Technology, Rolla, MO; Alain Ranwez, Metropolitan State University (ret), Denver, CO.

The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at Megan Diercks, Colorado School of Mines, Stratton Hall, 1500 Illinois Street, Golden, CO 80401; e-mail: [nbeditor@frenchteachers.org]. Correspondence should be sent to the editor at this address. The American Association of Teachers of French publishes the *National Bulletin* four times a year (Sept., Nov., Jan., Apr.) as a service to members in supplement to the official journal of the association, the *French Review*. Subscription to the *National Bulletin* requires membership in the organization. Periodicals postage paid at Champaign, IL Post Office. Office of Publication: AATF, 302 North Granite Street, Marion, IL 62959-2346.

All items published in the *National Bulletin* are the property of the AATF. They may be copied for classroom or workshop use if the source and date of publication are indicated on the copies.

Postmaster: Send address changes to AATF, 302 North Granite Street, Marion, IL 62959-2346.

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

Please note: Because of convention dates and other deadlines, 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.

M

ESSAGE DE LA PRÉSIDENTE

LE DEVOIR DE MÉMOIRE: LA SAVANE DES ESCLAVES ET LE MÉMORIAL ACTe

Gilbert Larose préface sa BD *L'Histoire de la Martinique des Arawaks à l'abolition de l'esclavage* en écrivant: «C'est en connaissant mieux son histoire, d'où l'on vient, que l'on comprend que la Martinique, les Antilles sont un 'mélange' de nombreuses cultures et peuples. Nous, Antillais, sommes descendants de ces différents métissages, même forcés, et c'est en acceptant ou connaissant ce métissage, ce 'puzzle' que nous sommes que nous comprendrons qu'aucun racisme n'est possible». La superbe BD écrite par «Ti Giblé» retrace les étapes majeures de la colonisation de la Martinique, depuis les invasions Caraïbes, l'arrivée des colons européens, l'histoire de la traite négrière, l'économie de la canne à sucre, le marronnage et l'abolition de l'esclavage. Mais le dessein de l'auteur est d'y évoquer avant tout l'histoire du peuple martiniquais, dans ses tragédies, ses brassages et ses métissages, qu'il s'agisse de quêtes et de douleurs, de couleur de peau, de l'importation de main d'œuvre congolaise, chinoise ou d'Inde pour remplacer les esclaves, un métissage d'origines et d'identités sur lequel il conclut avec un bel arbre des métissages martiniquais.

La BD et son but didactique, dans ce contexte, participent à la poursuite d'un projet de bien plus grande envergure de la part de Gilbert Larose: reconstruire l'histoire, honorer la mémoire des anciens, comprendre les métissages, retracer les modes de vie

d'antan et le patrimoine martiniquais jusque dans la terre. C'est là la raison d'être de La Savane des Esclaves, un village typique de cases et d'habitations traditionnelles faites de palissades, de sols de terre battue et de toits en feuilles de canne, reproduction de la fin du 19^e siècle, entièrement reconstitué par Gilbert Larose lui-même en moins de quinze années. C'est en l'an 2000 que Gilbert Larose, s'étant toujours intéressé aux coutumes et aux traditions de ses grands-parents, eut l'idée de bâtir son Village Antan Lontan (c'est-à-dire un village d'autrefois). Son projet fut mené à bien de sa propre force autodidacte, sans l'aide de l'état ni de la région. Le jour d'ouverture de La Savane des Esclaves, située sur un terrain de deux hectares à Trois-Îlets dans un parc agri-touristique en bord de forêt, arriva en 2004. L'année 2006 vit 10 000 visiteurs et le site est devenu incontournable pour comprendre et honorer le patrimoine martiniquais.

La Savane des Esclaves, avec ses quinze reconstitutions de modèles de cases traditionnelles, nous plonge dans le passé martiniquais, tout à la fois l'histoire esclavagiste et l'histoire des Marrons ayant fui leur sort, un passé dont il reste peu de traces physiques et de balisage mémoriel en Martinique. Elle évoque les modes de survie des anciens esclaves avec d'une part son jardin de plantes à vertus médicinales et aromatiques et d'autre part son jardin créole où se côtoient l'igname, la patate

douce, le manioc, le maïs, l'arbre à pain, les piments, la goyave, les bananes. Ce lieu unique encourage une participation active avec des ateliers



(comment plier la graine de cacao pour fabriquer des bâtons de pâte de cacaos, comment fabriquer de la farine de manioc et des cassaves). Il pousse à la réflexion et engage notre conscience alors que, grâce à des sculptures, le parcours des visiteurs traverse les étapes historiques de la vie des esclaves: le code noir, le marronnage, la libération. Il témoigne, il éduque. Enfin, ébauché à partir d'une inspiration singulière et de modèles d'habitation, de survie et de subsistance des anciens esclaves, espace et tissage visible et olfactif de survivance, de complexités, de métissage, il investit un site martiniquais d'une émotion collective.

Recréé de cette manière, ce village reconstitué devient lieu de mémoire pour la Martinique et l'humanité, dans le sens que Pierre Nora donna à l'expression. À elle seule La Savane des Esclaves, née de l'imagination et du travail d'un seul homme hanté d'un devoir de mémoire (Gilbert Larose, son créateur), fait ainsi écho à un autre lieu unique, inauguré en 2015, né d'une impulsion collective et régionale, en Guadeloupe: le Mémorial ACTe ou Centre caribéen d'expressions et de mémoire de la traite et de l'esclavage. Bâti sur le site d'une ancienne usine sucrière Darbousier, près de Pointe-à-Pitre en Guadeloupe, le Mémorial ACTe offre un parcours plus intellectualisé, plus officialisé, présentant un espace "ouvert sur le monde contemporain" avec des expositions permanentes et temporaires, une bibliothèque de recherche, un espace de recherches généalogiques, un parc, afin de "fédérer toutes les composantes de la population autour d'un passé commun, s'engager à poser la question de la liberté, de toutes les libertés et du vivre ensemble."





La Savane des Esclaves et le Mémorial ACTe invoquent tous deux la grande nécessité d'étendre nos connaissances historiques et notre réflexion sur la traite, l'esclavage et leur impact. Ils appellent non seulement à la fermeture de blessures, mais surtout au devoir du souvenir et au témoignage collectif, dans un élan humaniste, d'où que nous venions et qui que nous soyons. Ces deux sites, que vous pourrez visiter avec notre congrès AATF 2018 en Martinique avec l'extension Guadeloupe (facultative) à la fin, et l'histoire douloureuse qu'ils évoquent, doivent ainsi nourrir et inspirer notre enseignement et les dialogues que nous ouvrons en classe.

Catherine Daniélou

Catherine Daniélou
Présidente
[danielou@uab.edu]

Références

Gilbert Larose, *Ti Gilbé présente l'Histoire de la Martinique des Aravaks à l'abolition de l'esclavage*. Adapté et dessiné par Jojo Kourtex. Trois-Îlets: La Savane des Esclaves, 2015.

La Savane des Esclaves: [www.lasavanesdesesclaves.fr/]

Lieu de mémoire: [https://fr.wikipedia.org/wiki/Lieu_de_m%C3%A9moire]

Mémorial ACTe: [http://memorial-acte.fr]

Fabrication de Kassav à La Savane des Esclaves: [https://youtu.be/V5GKy-Dczdo]

Raphaël Bastide et Haurry Adrassé, "La Savane des Esclaves," FranceInfo, 28 octobre 2017. [https://la1ere.francetvinfo.fr/martinique/gilbert-larose-createur-savane-esclaves-521645.html]

HISTORICAL SPEED DATING - A HISTORICAL TWIST ON THIS FICTIONAL SPEAKING ACTIVITY

As part of my senior-level French curriculum, we study the history of France, starting with an interactive lesson on the Lascaux caves, and ending with the 19th century, post-Napoleon. (A study of the 19th and 20th centuries is spread out across other units). We look at the life and people from these eras, and I needed a way to help students connect with these important figures. I didn't want them to just memorize facts. In addition to watching videos in class, reading excerpts of literature from the time periods, and asking the students to write diary entries from the perspective of a person from the past, I utilized one of my favorite go-to speaking exercises and gave it a historical twist. Historical Speed Dating was created, and we do this activity as a formative speaking activity in class.

First, we create a list of important historical figures from our studies. Then, each student randomly selects one of the names from the list. The random selection makes it more fun, and students are not able to default to a character with which they are already familiar.

Next, students complete a questionnaire with basic life questions such as *date de naissance, famille, loisirs préférés, animaux domestiques, voyages, service militaire, culte, nourriture préférée*, etc. Students must research their historical figure and answer the questionnaire as their figure would. They need to use their imagination for some of the responses, such as the pet and favorite food questions.

The next day in class, we arrange the desks so there are two rows facing one another. I ask my students to get into their roles, to "become" their historical figure. I pair them up and remind them that they will need to ignore some of the awkward match-ups for this activity (some of the historical figures are related, though generations apart, so we just focus on personality and not genealogy), and it's so fun to see some of the students really get into their role!

For the speaking activity, students are given a generic speed dating question sheet and take turns asking and answering "dating" questions such as "Où est-ce que tu travailles?" "Aimes-tu les enfants?" "Quels sports est-ce que tu aimes regarder?"

The class has a great time "dating" each other, and after the 3-minute time limit, before moving on to their next date, they complete the "Rate the Date" form. On this form they indicate if they would want to "date" this person again, and if yes, why? After each student has had a chance to speak to every other student, we do quick Round 2, where students pick other students that they "connected with" and they "go on a second date," asking a different set of questions than in Round 1.

This activity can be as long or short as needed. I usually see where the activity takes us in class, and if the students are having a blast and are focusing, we keep talking. This gives the students great speaking practice in the Interpersonal Mode, and they are learning new information about the historical figures each time they engage in conversation. Though this is simply a formative assessment, the goal is to connect students to the material and encourage conversation in the target language. I value the experience that the students take away from these conversations.

Meghan Chance,
Queensbury High School, NY
[mchance@queensburyschool.org]

Resources

Speed Dating Prep-Sheet (Research)
[https://drive.google.com/open?id=1fX83rTTikXJbiezhqS6SYagYTW9HCofEj8m7-3CoyQ]

Speed Dating Question Sheet [https://drive.google.com/open?id=1_OxNXV5tiMMK04dQcs6lOJmOuIDU1KOfAqoE7xfUW5Y]

Rate the Date Evaluation Sheet [https://drive.google.com/open?id=0B-75b_vADJnDMmNqcG42UWEteFU]

(continued from page 2)

will be assessed for any missed payment. This applies only to convention registration and excursions purchased through the AATF. Registration can be paid in full at any time before May 15, 2018, after which the Late Registration fee will apply. The payment plan is NOT available through online registration. You must use the printable form on page 25.

Meals

The Welcome Luncheon will be held in Fort-de-France following the opening session which will tentatively take place at the Théâtre Aimé Césaire.

Daily buffet luncheons (non-alcoholic beverage included) will be held on Thursday, July 19, Friday, July 20, and Saturday, July 21, alternating between the hotels. A reception sponsored by Martinique will be held on Saturday evening, July 21.

Pre-convention seminars

Pre-convention seminars will be organized by Vámonos Tours (July 15, 16, and 17). Each day can be purchased separately or in any combination of 2 days, or all 3 days. Cost: \$145 for one day, \$250 for any two days, and \$335 for all three days. Prices are dependent on a minimum of 10 registrants. Prices include guides, meals, transportation, water bottle.

Day 1: "L'Histoire de la Martinique:" general session on Martinique history followed by Q&A (a.m.) / **"Chez l'Habitant."** Spend a traditional late afternoon and evening with neighbors near Le François; find out what life is like for locals; includes dinner and transportation (p.m.)

Day 2: "Aimé Césaire, la Négritude et la Martinique:" seminar on the literary and political importance of Aimé Césaire in Martinique, France, and the world (a.m.) / **"Atelier Cuisine"** by Claire-Marie: cooking demonstration and workshop with famous chef Claire-Marie. For more information: [www.lacuisinedeclairemarie.com] (p.m.)

Day 3: "La Culture Créole: cuisine, traditions, argot français-créole:" seminar and Q&A with renowned chef and author Claire-Marie

(a.m.) / **"Lakou Traquil: interactive cultural experience:"** visit an organic farm in Gros-Morne and learn about Martinique slave traditions, dances, and cuisine in a friendly, interactive environment. A fresh from the farm snack and drink will be provided as well as transportation. Workshop led by Renaud Bonard (for more information: [http://blog.jolydays.com/focus-sur-renaud-bonard]) (p.m.).

Pre- and post-convention all-day excursion (available on Tuesday, July 17 or Sunday, July 22)

Nord Plantation: Départ de l'hôtel en bus jusqu'à Fort-de-France. Visite du Sacré-Coeur de Balata (réplique de la Basilique Montmartre). Traversée de la Route de la Trace jusqu'au Jardin de Balata (découverte des fleurs et plantes tropicales qui ont fait la renommée de l'île aux fleurs). Poursuite de la Route de la Trace à travers la forêt tropicale (sous réserve de l'état de la route). Traversée du village de Morne-Rouge. Arrivée à Saint-Pierre "Ville d'Art et d'Histoire," connue pour sa destruction lors de l'éruption de la Montagne Pelée en 1902, découverte de ses ruines. Arrêt déjeuner sur la zone. Poursuite du tour vers la côte Atlantique avec visite du musée de la distillerie St-James. Arrêt artisanal chez TILO. Retour à l'hôtel en autocar. Coût: \$100 par personne.

Half-day excursions (#1-#3) during the convention (July 19, 20, 21)

One excursion is included in the registration package. Additional excursions can be purchased for \$50 each. Not all excursions will be offered every day.

#1 Musée de la Pagerie & Maison de la Canne: au coeur du village des Trois-Îlets vous visiterez le domaine de la Pagerie, le lieu de naissance en 1763 de Marie-Joseph-Rose Tascher de la Pagerie, l'impératrice Joséphine. Elle y passa 16 années de sa vie. Cette sucrerie du 18^e siècle, entièrement restaurée, abritait une vaste habitation de plus de 500 hectares. De nos jours, le musée est installé dans les anciennes cuisines. Vous poursuivrez votre découverte à la maison de la Canne.

La Maison de la Canne retrace, sur plus de deux siècles, l'histoire de l'économie sucrière à travers

l'habitation esclavagiste, puis les usines centrales. La muséographie du site relate les documents, maquettes et gravures d'époque sur trois siècles d'histoire de la canne à sucre en Martinique. La visite du site permet de découvrir le fonctionnement des premières habitations esclavagistes, les procédés de fabrication du sucre et du rhum, les instruments et machines utilisés à diverses époques, et la vie quotidienne des esclaves sur les plantations.

#2 Poterie des Trois-Îlets: Au fil des années, la Poterie des Trois-Îlets a développé les métiers de la terre cuite en conjuguant industrie (fabrication de briques, tuiles, carreaux) et artisanat (poterie de terres cuites). Aujourd'hui le Village de la Poterie abrite de nombreux ouvrages anciens et des maisonnettes créoles authentiques occupées par des artisans, potiers et commerçants, ainsi que l'une des plus anciennes briqueteries en activité de France.

Poursuivez votre visite à la **La Savane des Esclaves** un site qui interprète à merveille des épisodes marquants de la période esclavagiste et le mode de vie des esclaves: les cases traditionnelles aux palissades en bois, les sols de terre battue, les toitures de feuilles de canne à sucre. Les jardins de la Savane comportent des cultures traditionnelles de fruits et légumes de saison tels que l'igname, la patate douce, le manioc, le maïs, l'ananas, la goyave. Au cœur du site, une case-musée intitulée «À la Mémoire de nos ancêtres» dévoile des statues grandeur nature sculptées dans le bois d'acajou et qui illustrent différentes scènes de la vie des esclaves.

#3 Habitation Clément: Vous emprunterez des routes traversant l'intérieur des terres et menant au sud-est de l'île par les villages ruraux de Petit Bourg et de Saint Esprit. Vous visiterez dans le village du François, le célèbre Domaine de l'Acajou, racheté aux enchères en 1887 par Homère Clément. C'est un site incontournable qui abrite l'Habitation Clément, réputée pour sa distillerie qui produit des rhums depuis plusieurs générations.

Post-convention excursion to Gadeloupe

(two-day post-convention excursion Sunday, July 22 and Monday, July 23)

Le package inclut le vol aller-simple + transferts, hôtel en demi-pension avec 1 déjeuner + excursion d'une demi-journée + excursion d'une journée incluant déjeuner). Coût: 475 € per person if sharing a room/575 € single

Dimanche 22 juillet : Vol Fort-de-France–Pointe-à-Pitre; transfert à l'hôtel Karibea Gosier; déjeuner à l'hôtel; excursion demi-journée Mémorial Acte; dîner à l'hôtel

Le Mémorial ACTe est un centre caribéen d'expressions et de mémoire dédié à l'histoire de l'esclavage, situé face à la mer, dans la rade de Pointe-à-Pitre. Vous y découvrirez des documents d'archives, des images, des œuvres d'art, objets de la vie quotidienne, des témoignages visuels et sonores qui vous feront voguer d'île en île jusqu'à la période de l'abolition. A l'issue de cette visite, vous découvrirez un lieu également chargé d'histoire, le Fort Fleur d'épée érigé au 18^e siècle. Ce site bordé d'agaves et de flamboyants vous offrira un magnifique panorama sur les Saintes et Marie Galante. Retour à l'hôtel en fin d'après-midi.

Lundi 23 juillet : Excursion «Petite Terre» en catamaran à la journée

Le joyau de la Guadeloupe, véritable cliché de carte postale, un paradis pour les amateurs de plages de sable blanc, d'eau cristalline et de farniente. Après environ 1h30 de navigation, nous mouillons entre Terre de Haut et Terre de Bas dans le lagon turquoise, paradis classé réserve naturelle et inscrit à l'UNESCO. Vous débarquerez sur la plage de sable blanc ombragée de cocotiers puis vous partirez à la découverte des fonds marins (palmes, masques, tubas à votre disposition). Le lagon, bien protégé par le récif présente de magnifiques formations coralliennes très riches en poissons multicolores, tortues, gorgones, oursins, coquillages et langoustes..., qui font des îlets de la Petite Terre le paradis des plongeurs. Déjeuner à bord ou barbecue sur la plage (selon le catamaran) avec planteur et ti-punch à volonté pendant le déjeuner. Après le repas l'équipage vous accompagnera à la découverte des sentiers pour observer les iguanes marins, les bernard-l'hermite, les crabes de terre. Détente et farniente sur la plage ou baignade dans les eaux

cristalline, avant de mettre les voiles et rentrer à St. François vers 17h15. Transfert vers Gosier et dîner à l'hôtel Karibea Gosier.

Mardi 24 juillet : Départ des participants directement de la Guadeloupe pour les USA (Air France) ou retour sur la Martinique pour reprendre un vol vers les USA (à acheter séparément).

En option en fonction des horaires de vols: Quad ou Buggy pour les amateurs de paysages, de nature et d'aventure, le quad & le buggy sont deux moyens originaux pour visiter la Guadeloupe côté nature. Pas besoin d'être un pro pour conduire ces machines (quads automatiques). Quelques tours de circuits pour vous familiariser avec le quad ou buggy, et c'est parti pour 2 heures ou plus de plaisir. Chemins, champs de canne, plage, rochers surplombant la mer, la randonnée vous fera découvrir des paysages superbes et variés. Coût: 24 € par personne.

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 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 Web site at [www.frenchteachers.org/shf].

AATF Twitter / Facebook @ AATFrench

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 2018-2019.

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 semesterlong 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 online. For instructions, go to [http://www.frenchteachers.org/hq/summerscholarships.html]. Letters of recommendation should be e-mailed to [scholarships@frenchteachers.org] with applicant's name, Jensen Scholarship, 2018 in the subject line. The deadline for receipt of applications is **March 15, 2018**.

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Je vous souhaite un heureux et prospère 2018. 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 (page 6), à la nouvelle société des Jeunes Amis du Français (page 14) ou enfin au congrès de la Martinique (page 1), il est important de vous occuper de votre cotisation à l'avance. En moyenne, il faut entre 7 et 10 jours pour traiter une cotisation dès réception du paiement.

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

rester vigilants. La meilleure défense pour un programme est une offensive planifiée et soutenue. Préparez votre candidature pour l'*Exemplary Program Award* (page 22).

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

Advocacy

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.

- *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 états avec des données historiques et

élèves et des idées pour la célébration de la Semaine du Français mais qui pourraient servir tout le long de l'année;

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 31) par le biais de notre magasin en ligne [https://store.frenchteachers.org]. Consultez tous nos réseaux en ligne à [www.frenchteachers.org/hq/curatedresources.htm].

N'oubliez surtout pas le congrès de l'AATF du 18 au 21 juillet en Martinique (voir page 1). Nous nous y

La meilleure défense pour un programme est une offensive planifiée et soutenue.

et qui créent une tradition d'excellence 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. Pensez à poser votre candidatures pour le *Future Leaders Program* (page 27).

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 pourrions 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

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;

- Page Facebook de la Commission [AATFcommissiononadvocacy].

- *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.languagepolicy.org] affichent des conseils pour monter des campagnes de défense, pour convaincre des décideurs et pour contacter les élus.

- Archives du *National Bulletin*: articles sur la promotion du français, activités pour mettre en valeur le travail des

réunirons pour la troisième fois dans l'histoire de notre association. Profitez d'un congrès entièrement dévoué au français et amenez votre famille pour visiter cette belle île, l'Île aux Fleurs, un coin de France aux Caraïbes. Prenez l'occasion de prolonger votre séjour pour participer aux séminaires et excursions qui vous permettent d'explorer d'autres endroits que le lieu du congrès et de rencontrer des Martiniquais.

Jayne Abrate

Executive Director

[jbrate@frenchteachers.org]

July 18-12, 2018
Martinique



Watch for updates:

www.frenchteachers.org

"Créolité et environnement aux Antilles francophones"

AATF 2018 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 17th-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. Email: [catherine.danielou@frenchteachers.org]



Anne Jensen (M.A. University of Northern Iowa), President-Elect, taught for many years at Gunn High School, Palo Alto, CA. She now teaches methods and supervises student teachers at San Jose State University. She has served as AATF Regional Representative is the Treasurer of the Northern California AATF Chapter and Chair of the Commission on High Schools. She is a National Board Certified teacher in French. Email: [annejensen@att.net]

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. Email: [abrate@frenchteachers.org]

Vice-President **Rita Davis** was born in Clermont-Ferrand, France. She is the Chair of the Modern Language Department at the Agnes Irwin School (PA) where she has taught Middle and Upper School French for the past 34 years. Rita is a consultant to the College Board, and she has presented numerous workshops across the country. She has served as an AP exam reader and table leader, and she was a two term Co-President of the Philadelphia AATF Chapter. Email: [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. Email: [kkcdanser@verizon.net]

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. Email: [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*. Email: [edward.ous-selin@wwu.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. Email: [legrandconcours@sbcglobal.net]

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. Email: [mmediercks.co@gmail.com]



Region I (New England) Representative **Mar-garita 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. Email: [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*. Email: [anguillet@yahoo.fr]

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. Email: [kattywheelock@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*. Email: [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. Email: [danielnoren@ferris.edu]

Newly-elected Region VII (West Central) Representative **Sheila Conrad** (M.A. Michigan State) teaches French at Bettendorf (IA) High School. She is President of the Iowa AATF Chapter and Co-Chair of the AATF Commission on Cultural Competence. Email: [sconrad@bettendorf.k12.ia.us]



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. Email: [m.schein@tcu.edu]



Newly-elected Region VIII (Southwest) Representative **Susie Hennessy** (Ph.D. University of Colorado) teaches French at Inderkum High School (CA). She

was for almost 20 years Professor of French at Missouri Western State University. She has served as reviewer, department chair, as well as Vice-President of the Greater Kansas City AATF Chapter. She is a *Chevalier dans l'Ordre des Palmes académiques*. Email: [mmehennessy@gmail.com]

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, NELL, IALLT, and ASCD. Email: [catherineku72@gmail.com].



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 second 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, 2018**. 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.

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. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application must be submitted on-line by **March 1, 2018**. For instructions, go to [www.frenchteachers.org/hq/awardsandgrants.htm]. A brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be matched from chapter treasury, if applicable, are required. Chapter support must be attested to by the Chapter Secretary-Treasurer via e-mail to [small.grants@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 2018 are encouraged.

CALENDRIER FRANCOPHONE

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



_____ Calendars x \$20 each _____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

A NEW TRADITION IS BORN: *DÎNER EN BLANC* AT WAKEFIELD HIGH SCHOOL

A few years ago, I met a woman who mentioned that she was attending a local event in Washington, DC called “Dîner en blanc.” It sounded intriguing but exclusive, and it appeared hard to get on the list for tickets. I never dreamt of trying to create my own version with high school students until I read about AATF member Stephanie Hill’s version of a *Dîner en Blanc* (DEB), a tradition she started with her AP students in 2016 at Glacier High School (MT). Her pictures were lovely and motivating; her students were engaged; and it was very inexpensive for such an elegant event. I envisioned doing this during the last week of school over our lunch period, because my AP students have class for 45 minutes both before and after lunch, so we could stretch our lunch even longer. When I began planning, I had no idea I would be starting a new tradition for my French students at Wakefield High School, Arlington, VA.

My AP students and I briefly discussed the idea of the DEB and thought we would aim for the end of the year. Over the following weekend, I realized Ramadan would begin in less than a week, so if we were going to include all students, we needed to rush through the planning and make it happen *tout de suite!* I led students through some research on the French version from the official *Dîner en Blanc* website [https://international.dinerenblanc.com/about?locale=fr_CA]. In pairs, they learned about its founder and origins, traditions, rules, how to get tickets, dress code, and locations around the world. After doing their individual research, they reported back to the class. They were intrigued by the exclusive nature of the event and the mystique surrounding it. For example, participants do not know the exact location until just a few hours before the event takes place. Everyone brings their own food, unless the location allows for participants to buy a “picnic” dinner. One crucial rule is to “leave no trace” afterward, so everyone cleans up after themselves. And, everyone must wear white from head to toe.

We decided we would follow most of those traditions the best we could.



Students researched inexpensive white clothing options on Amazon, Old Navy, and Target to supplement what they already owned. As a group, we agreed that we would accept shades of white, cream, beige, and khaki since everything was so last minute. Instead of bringing individual picnics, we would bring a dish to share with everyone. A French meal was planned with an easy main course, salad, cheese, fruits, and desserts. Non-alcoholic sparkling cider was served in clear cups. Certain aficionados offered to bring some coffee to complete our French meal.

Using Stephanie Hill’s invitation as a model, I created an invitation in French for the students, highlighting all the traditions and rules we had agreed to in class. Printing the invitation, with white writing on black proved to be the hardest part of the entire event. The next day, I visited the students’ homerooms to deliver them in person and also to create a little mystique sur-

rounding the event. One student came running to my room after getting her invitation exclaiming how much she loved it. Another showed me where she would be keeping it forever, tucked safely into her yearbook.

The forecast was for rain all week, with a high chance of thunderstorms for the day of our DEB. Instead of planning an outdoor event in our courtyard or on the grassy areas outside the school, I secretly planned to hold the event in a major hallway where we would not be in the main path of students between classes but would be visible to students going to and from lunches. I got approval from the administration and then asked the custodians to set up two long tables and chairs for us. I also asked to have a large trash can ready, so we could clean up after ourselves in order to “leave no trace.” The chairs were not white, but that can be a goal for next time. In the real event, participants bring their own

white chairs. I brought linens (tablecloth and napkins) as well as white roses and some white battery-operated candles. Additionally, I opted to use my white and gold china from home instead of paper plates. The students brought everything else. The morning of the event, I sent all the students a text message via Remind to tell them where the event would take place. I think they really enjoyed the secretive nature and the unveiling of the details, bit by bit. We had to advance the start time for the event, to begin during a school-wide study hall period, because one student was scheduled for standardized testing for another class beginning at noon. By starting even earlier, my AP students would be in French “class” with me from 10:45 a.m.-1:30 p.m. They were all willing, and that seemed to work well.

Based on our research, everyone must wait standing, until all participants are ready to be seated. After reminding a few of the students to stand up again, we followed this tradition, and waited together for everyone to arrive. We did have a little problem, because one student had not been able to buy and bring the food he had signed up for. As a result, he was embarrassed and did not wear white, thinking we would not want him to participate. He did not show up to his scheduled study hall either. We searched for him in multiple classrooms, texted, called... all to no avail. I told the group that we are a family, a community, and we needed to wait for him. When we could not find him after 25 minutes of setting up and waiting, we finally decided to begin. The meal began with a wave of cloth napkins and a “Bon Appétit!” A few minutes later, I spotted our missing student in the hall, jumped up to catch him, and escorted him, arm-in-arm to class. I reminded everyone that being together was the most important part of the lunch, not the color of our clothes.

As it was also a student’s birthday, we sang a boisterous, if slightly off-key “Joyeux Anniversaire.” Many curious people stopped by to speak a few words of French and learn more about our event. (The official *Dîner en Blanc* continues after dinner with the lighting of sparklers; students asked if we

could have *feux d’artifice*. “Mais non, pas cette fois, mes élèves!” Lighting the sparklers is the signal to begin the dancing.) Since sparklers were not an option inside the building, little sparkly party favors could have been used in place of sparklers. In the future, if we are able to hold the event outside, I would consider asking if sparklers could be permitted. Also, I thought it would be great to show students how to dance the 1950s French style of *le rock’n roll*, to follow the DEB tradition of dancing, but we did not have time to prepare for that.

To close the event, I asked the boys to offer a white rose from our centerpieces to each of the girls. Sweet speeches were spontaneously given, with hugs, laughter, and a few tears from the seniors. Photos were shared via Twitter, Instagram, and AirDrop. Our *Dîner en blanc* was an amazing experience: a whirlwind of preparations in two days, and one of our most memorable experiences of AP French. The best part was the sense of camaraderie and community we shared in our last month together as a French family through this meal. And, a new tradition is born for our French program.

Katy Wheelock
Wakefield High School (VA)
[katywheelock@yahoo.com]

SPECIAL AATF WEBINAR ON MARTINIQUE

The AATF will offer a special two-hour webinar devoted to Martinique on Saturday, January 20 from 10 a.m.-12 p.m. (CST). The presentations will be entirely in French and provide an introduction to *l’île aux fleurs* in preparation for the July 2018 convention. Presenters will also offer suggestions for using the material in the classroom at several levels.

The webinar will be limited to 50 participants and conducted using GoToWebinar. AATF membership is required. An announcement with the specific content and registration information will be emailed to all AATF members in December.

AATF Twitter / Facebook @AATFrench

MEMBERS’ NOTES

AATF Commission on Advocacy Chair **Kathy Stein-Smith** has been named a *Chevalier dans l’Ordre des Palmes académiques*.

The Minnesota AATF Chapter celebrated **Milan Kovacovic**, University of Minnesota-Duluth and author of *Ma’s Dictionary* (2011) as their 2017 Teacher of the Year.

The Iowa AATF Chapter honored **Sharon Wilkinson**, Professor of French at Simpson College and a faithful supporter of professional development for Iowa French teachers, as their Teacher of the Year.

Bravo to **Margot Steinhart**, who received the Illinois Council on the Teaching of Foreign Languages Award for Distinguished Service for her leadership in our profession.

Félicitations à Heidi Trude (Virginia AATF Chapter), winner of the David Cox Foreign Language Association of Virginia (FLAVA) Award for Excellence in Foreign Language Teaching, K-12.

The Florida Chapter congratulates **Julia Ullmann** on being named the Florida Foreign Language Association’s “Most Valuable Teacher” of 2017.

The annual spring *Déjeuner*, organized by the Chicago/Northern Illinois chapter, culminated with the awarding of the Prix d’Excellence du Chapitre to **Ted Haldeman** and **Phyllis Perkins**.

Jacqueline Munk was the first recipient of the “Vedette d’Honneur” of the Connecticut AATF Chapter” as she has been incredibly active in chapter activities.

The Tennessee Chapter hosted a drawing for a complimentary registration to AATF 2017 in Saint Louis. The winner was **Ashlee Headrick**, French teacher and language department chair at Battle Ground Academy, Franklin, TN.

Professor **Thomas Conner**, St. Norbert College (WI), was recently named a *Chevalier dans l’Ordre des Palmes académiques*.

NOMINATIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region II (New York & New Jersey), Region IV (Southeast—Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina), and Region IX (Northwest—Colorado-Wyoming, Idaho, Montana, North Dakota, Oregon, South Dakota, Washington/Alaska) for a three-year term, 2019-2021. 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 all three regions.

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 at [rrnominations@frenchteachers.org] by **March 1, 2018**.

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

MARK YOUR CALENDAR! JOIN US IN MARTINIQUE IN 2018!

Attend the 91st annual AATF convention as we meet for the third time in La-Pointe-du-Bout, Martinique. Join colleagues from across the U.S. as we celebrate the French language and all its cultures.

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 2019-2021.

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, 2019 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 Martinique 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, 2018. 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 the Committee Chair at [vpnominations@frenchteachers.org] no later than **March 1, 2018**.

*Watch for updates on our website:
www.frenchteachers.org*



CHAPTER NEWS

Connecticut

Our webinar series offered by Edouard Smith continues and is available to all AATF members across the country. Four webinars have already been broadcast, and links to the recorded webinars are at [www.aatfct.org].

- Google Classroom: Refresher and New Features
- Lingro.com: The Best Online Dictionary You're Not Using Enough
- Tech Tips for a More Efficient Classroom
- Nearpod: Engage and Assess Students in Real Time

Please watch the site for upcoming topics.

In September French teacher colleagues joined together for the fourth annual "Rentrée Gathering" and Connecticut board members staffed a heavily visited booth and greeted attendees of the Connecticut Organization of Language Teachers' (COLT) Conference in October. Chapter President Jon Shee also gave a workshop titled "How to 'Blend' Your WL Class: Move Some Content Online."

Professor J. Vincent Morrisette hosted a fabulous fall meeting and *atelier* at Sacred Heart University. M. Morrisette, also co-author of the recently published book, *Je me souviens*, talked about his upbringing in Québec that was saturated with *le parler québécois*, and he presented numerous fun examples of typical *québécois* words and expressions and their origins.

For National French Week, students at St. Luke's School created and publicly showcased two dozen posters featuring Francophone African countries. They also created large, professionally-printed word clouds of cognates illustrating that an English speaker can easily recognize up to 15,000 French words.

Detroit

Towela Okwudire and Crystal Cannon have been elected co-Vice-Presidents, and David BeBeau will serve as President during the coming term.

Michigan

A pat on the back to Teresa Hittner, Interlochen Academy, who has accepted the position as the Michigan Chapter Treasurer. We extend a heartfelt thank you to Keith Palka for his years of dedicated service as past Treasurer.

Minnesota

Over 350 parents, students, and teachers attended the annual Awards Breakfast for *Grand Concours* National winners in Minnesota, where two lucky third-, fourth-, or fifth-year *lauréats* won a \$1000 travel/study scholarship.

Northern California

In January, during its annual "Journée de Printemps," the chapter had the pleasure to welcome as our guest of honor, Slimane Zeghidour. Mr. Zeghidour is a leading reporter, journalist, writer, and chief editor of the international French channel TV5Monde. He is an expert in *la Francophonie* across the world, and particularly on the continent of Africa. During his presentation, M. Zeghidour talked about his journey from his childhood in a very small village in Kabylie, Algeria, to his adult life in Paris. The author, whose biography *Sors, la route t'attend* was published just in time for us to obtain copies, mentioned the importance of the French culture in his life. He also stressed the unbreakable bond that exists between Algeria, his native country, and France, his adopted homeland.

In October, the Northern California Chapter held a poetry reading contest. Students from level one through five recited poems chosen from a list supplied by the chapter. The list included works of different poets (Robert Desnos, Claude Roy, Maurice Carême, Michelle Ruiz, Charles d'Orléans, Guillaume Apollinaire, Paul Verlaine, Jean de La Fontaine, Paul Eluard, Victor Hugo, and Charles Baudelaire) and were chosen to accommodate all levels. Students recited their poems in front of two-judge panel who scored their performances on memorization, fluency, pronunciation, prosody, and interpretation. Prizes were handed to the first three winners of each level.

AATF Twitter / Facebook @AATFrench

About 80 students, from the Bay Area and beyond, participated in the contest. All were very well-prepared and showed their love and enthusiasm for the French language and culture.

Tennessee

The French Club and French Honor Society of MLK Magnet School welcomed Ambassador Chacon (Director General of the Foreign Service) as a part of their career themed program. Ambassador Chacon spoke about careers in the Foreign Service.

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].

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

The sponsoring teacher must be a current AATF member.

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

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

VISIT THE JNCL WEBSITE
www.languagepolicy.org

REGIONAL REPORTS

REGION V: EAST CENTRAL

Region V has had a great year. What impresses me most is the understanding, in all the chapters, of the importance of meeting regularly 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 have even crossed regional AATF "borders." This kind of enthusiasm is what makes us thrive, grow, and bring in new members!

Events for Teachers

Both the Indiana and Detroit Chapters enjoyed workshops given Dominique Licops, Northwestern University. She shared ideas learned while studying in Nantes, France with Cindy Daupras and Bruno Andrieux at the *Université d'été-BELC*. The workshop was called "Développer la dynamique de groupe pour favoriser la motivation des apprenants," hosted at Marian University and at the Academy of the Sacred Heart. We are also very appreciative of the support of the Consulate of France in Chicago and the *Alliance française* of Indianapolis who helped make these events possible.

The Michigan Chapter has enjoyed several French film screening evenings at Dan Noren's residence as well as several French only conversation meetings at the Haitian restaurant in Grand Rapids with some of our students.

Collaboration with local world language associations

The Tennessee Chapter met for their annual luncheon and business meeting at the Tennessee Foreign Language Teachers Association (TFLTA) Conference. They heard from Betsy Taylor as well as their guest of honor, Dr. Sito Nacisse, superintendent of Metro Nashville Public Schools. Dr. Narcisse shared with them his early experiences speaking and learning French (including from one of their own, teacher extraordinaire and chapter past-president, Jane Weaver) as well as educational experiences in French that have framed his life and career. It was very inspira-

tional and reminded them that what they do in the class room can open up so many opportunities for students.

The AATF workshop at the Indiana Foreign Language Teachers Association (IFLTA) Conference this November will be led by Lisa Shepard, author of the blog, "Madame's Musings." The presentation is entitled "Designing Standards-Based Lessons and Assessments for the French Classroom."

The Michigan Chapter and Detroit Chapter met at the Michigan World Language Association (MWLA) Conference. Cass Gorkiewicz, chapter past-president, generously staffed the AATF exhibitor table, and Luciana Jeler gave a presentation about interpretive strategies. Thuan Tran, treasurer, prepared a visual presentation of AATF events. Both chapters collaborated in a joint AATF-sponsored booth and an AATF luncheon and presentation from the chapter president-elect, Towela Okwudire.

National French Week

Region V members celebrated National French Week in their schools with the following activities: pâté and cheese tastings, placing sticky notes on lockers with encouraging statements in French, having morning announcements of fun French facts as well as school-wide morning prayers led in French in a local Catholic school, hanging posters around school with "Did you know..." facts about French relating to different school subjects, seeing a production of *Les Misérables* at local high school, a *soirée* film for students in French and interested people from the community, selling *crêpes* to support an exchange program, a *visite guidée* at a local art museum in French with correlated examples from Le Louvre.

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

REGION VI (WEST CENTRAL)

In 2017, the members of the Region VI chapters have continued to enjoy professional support in terms of content specific events as well as opportu-

nities to connect with each other both electronically and in person.

Workshops and Programs

The Chicago/Northern Illinois Chapter again organized three pedagogy-themed programs. One focused on research-based principles of pronunciation and the encouragement of oral expression and another involved using theater in the classroom. The third introduced the history and culture of Martinique, including a Skype conversation with a travel consultant who lives on the island. In Greater Kansas City, art was the focus of a program that included a tour in French of the new Bloch Galleries, while in Greater Saint Louis their art program focused on classroom use of French works in St. Louis' museums as well as a guided tour of an exhibit of French art of the *Belle Époque* in the museum of Webster University. This past fall, the topic for the Greater Saint Louis teacher workshop was the integration of music into the curriculum, with a collaborative approach encouraging participants to contribute their favorite songs, later shared in a Google folder. In addition to their winter workshop that focused on authentic resources, the Minnesota Chapter collaborated with the Cultural Service of the French Consulate in Chicago to offer their members a workshop "Développer la dynamique de groupe pour favoriser la motivation des apprenants" with Dominique Licops, Northwestern University. This chapter also continued to build on its strong ties with the local *Alliance française* by collaborating on a movie series and activities for the *Mois de la Francophonie*.

Person to Person

Region VI chapter leaders know that when two French teachers sit down next to each other, they will very soon begin talking about what they are doing in their classrooms. So several chapters offered their members opportunities to connect with each other in informal settings. The Greater Kansas City Chapter gathered in a local restaurant for a presentation highlighting the national convention in Saint

Louis. They met again in December for their traditional holiday *réunion* and gift exchange. The Greater Saint Louis Chapter again enjoyed their traditional *Galette des Rois* event in January. National French Week was the opportunity for Chicago/Northern Illinois Chapter members to attend their annual wine and cheese tasting at a local French restaurant. The Minnesota Chapter has begun experimenting with a new "pop-up" in-person format at a restaurant in a suburb of Minneapolis-Saint Paul. Two teachers hosted the event that involved a minimum of planning and no financial commitment on the part of the chapter. Similarly, members of the Iowa Chapter added to their meeting calendar an informal meeting in an Iowa City restaurant.

Advocacy: Connections to College

The idea of including college students in their chapter activities is spread-

with current chapter president Ellen Onsrud presented the topic "Becoming a World Language Teacher" to students at The French House on the campus of the University of Wisconsin-Madison campus. Two other chapter presidents and members of the task force, Martha Behlow, Chicago/Northern Illinois, and Sheila Conrad, Iowa, teamed up with the Region VI Representative to present a session at their state world language conferences on the need to be proactive about the French teacher shortage and how to respond to this challenge. At the Illinois Council on the Teaching of Foreign Languages (ICTFL) Conference, Martha Behlow led an AATF round table and presented "#Low Prep #High Engagement: Moments of Flow Bring Joy to Our Classroom" while president of the Downstate Illinois Chapter Lynda Lopez presented the session "Exercions nos Méninges en Poésie."

for Language Teachers (WAFLT) Conference and presenting their "Becoming a World Language Teacher" session for both students and teachers. The Iowa and Wisconsin business meetings at state conferences offered opportunities for members to connect with each other and for non-members to see what the AATF is about. In Wisconsin the traditional *tombola* for bottles of French wine continued to be a popular activity.

Communication with Members

Throughout the region there has been an increase in the frequency of contact with chapter members. Both the Greater Saint Louis and Minnesota Chapters' Facebook pages have had increased activity.

The president of the Chicago/Northern Illinois Chapter, Martha Behlow, sends weekly messages to the members encouraging them to participate

The idea of including college students in their chapter activities is spreading from chapter to chapter.

ing from chapter to chapter in Region VI. The art program in Saint Louis included the participation of local college students from Webster University. College students, some of whom were preparing to be French teachers, again assisted with the Chicago/Northern Illinois Chapter's *Concours Oral* and *Journée Intensive* as well as at the three regular programs. This chapter also supported a College Immersion Night for the second year. The Iowa Chapter is considering co-sponsoring an existing immersion program designed for a combined group of high school and college students.

Advocacy: Teacher Recruitment

With the need to increase the number of students preparing to become French teachers becoming apparent, the leaders of the Wisconsin Chapter have made a commitment to support teachers whose programs are in danger and to help pair qualified candidates with schools having difficulty finding French teachers. Last September, chapter past-president and member of the AATF Teacher Shortage and Recruitment Task Force, Andrea Behn,

Events for *élèves*

While members appreciate events for their own professional enrichment, they also seek events that will encourage their students to continue studying French and will give visibility to their French programs. *Concours Oral* events organized by the Chicago/Northern Illinois, Minnesota, and Wisconsin Chapters this past year included participation from over 80 schools, with a whopping 1223 performances from Minnesota's "À Vous la Parole" alone. The 9th annual *Journée Intensive* organized by the Chicago/Northern Illinois Chapter kept 110 third-, fourth-, and fifth-year French students engaged and speaking only French all day long. During National French Week, the Chicago/Northern Illinois Chapter again held trivia and video contests. In 2017, nearly 9000 French students in Region VI competed in the *Le Grand Concours*.

State World Language Conferences

Chapters in the central Midwest also provided professional support at their state world language conferences, with Wisconsin offering its annual sharing session at the Wisconsin Association AATF Twitter / Facebook @ AATFrench

in chapter and national activities and announcing the details teaching positions that are open. The number of the chapter's Twitter followers continue to grow. The leadership in Wisconsin has also been active announcing openings for teaching positions throughout the state. The Chicago/Northern Illinois electronic newsletter features chapter events and classroom ideas, while Minnesota's offers articles full of rich cultural and literary material.

Lastly, I would like to thank the current and former leaders of all the chapters of Region VI for their support and many kindnesses to me over these past six years of my two terms as Regional Representative. It has been such a pleasure to work together toward the same goals. You have modeled for your members and for me what it is to be a leader deeply committed to your profession and to your professional organization.

Merci infiniment et bonne continuation!

Respectfully submitted,
Eileen Walvoord
Regional VI Representative
[eileenwalvoord@gmail.com]

CLASSROOM ACTIVITY

MOBILIZING FRENCH: USING YOUTUBE PLAYLISTS TO PERSONALIZE LANGUAGE LEARNING

How can I get students interested in French as more than “just” an academic subject? What can I do to encourage students to interact with French outside of class? How can I personalize my students’ language-learning experiences? These are some of the questions I asked myself in designing blended versions of the elementary-level French courses at Missouri University of Science & Technology. As is the case at many institutions, I have students who enroll in French classes because they love the language and want to learn. I also have students in the basic courses who enroll to fill graduation requirements and who sometimes seem to doubt that they

is that you can adapt them to fit your needs.

First, my students each create an account in YouTube. Most students can do this with little assistance, but if they (or you) need help, there are numerous tutorials on YouTube that explain how to create playlists. During the week that my students set up their accounts, I show them examples of other people’s playlists, along with examples of Francophone music, to get them started. After that, each week, each student must add one new song to their playlist. Additionally, they need to write a post on our class discussion board in which they (1) post a link to their playlist/song of the week and (2) write

ing the videos while listening, they are also discovering cultural information about the Francophone world. Best of all, students enjoy the playlists. In fact, this is the only assignment I have ever given for which multiple students consistently do more than the assignment requires, by adding more than one song a week. Additionally, sometimes when I come into class, students are playing French-language music from their phones and discussing new music they found with their classmates—all before class even starts! Another benefit to this project is that through my students, I discover new-to-me music as well.

Finally, YouTube playlists are adaptable

What can I do to encourage students to interact with French outside of class?

will be truly interested in the course material. I set out to show them, with the help of YouTube, that French has something for everyone and that learning a language can be personally rewarding.

With this activity, I will describe how I incorporate YouTube playlist assignments into my introductory French courses. My goals are to (1) increase students’ interest and motivation in learning French, (2) introduce the class to a variety of genres of French music, (3) expose students to authentic language, (4) generate discussions about topics and themes presented in French-language music videos, and (5) create a dynamic and fun language-learning environment.

A YouTube playlist is a collection of videos on a YouTube channel. The videos within the playlist can be music videos, news clips, monologues, humorous pieces, and more. For my introductory classes, my students create playlists consisting of only music videos. For different types of classes, you could modify the types of videos that you ask students to collect and curate. One of the great things about using YouTube playlist assignments

3-5 sentences explaining why they have chosen that song. I give them the option of writing their explanation in either English or French. More advanced students could be required to write in French. Finally, I require students to comment on a classmate’s post. Once or twice during the semester (depending on the number of students I have in class), each student presents a song from their playlist to the class. We watch the video together and then the student presenting leads a discussion. The discussions can focus on lyrics, on the video itself, on information about the musicians, or on another relevant topic chosen by the student.

I have found many benefits of assigning students to create YouTube playlists. Students are able to personalize their language-learning experience by choosing music that they like or find meaningful, writing about it, and talking about it with their classmates. Students are motivated to listen to music (and thus, French!) outside of the classroom. In listening to their favorites over and over, they start memorizing the lyrics, which is useful for practicing pronunciation, and learning new vocabulary. If they are watch-

ing the videos while listening, they are also discovering cultural information about the Francophone world. Best of all, students enjoy the playlists. In fact, this is the only assignment I have ever given for which multiple students consistently do more than the assignment requires, by adding more than one song a week. Additionally, sometimes when I come into class, students are playing French-language music from their phones and discussing new music they found with their classmates—all before class even starts! Another benefit to this project is that through my students, I discover new-to-me music as well.

1. Assign students a specific theme or type of video to add to their list (i.e., children’s songs, Francophone songs from outside of France, songs by a specific singer, French-language commercials, news clips, humorous clips, etc.).
2. Have students choose one of the music videos and do a “close reading” of the lyrics, the visuals in the video, or both.
3. Compare French commercials with American commercials for similar products.
4. Explore specific genres of music.

The AATF YouTube channel [www.youtube.com/user/aatfrench/playlists] has many playlists where you can get ideas of what you can incorporate into your courses. Happy discovering!

Audra Merfeld-Langston
Missouri University of Science &
Technology
[audram@mst.edu]

AATF 2018 COMMISSIONS

Commission on Advocacy

Kathy Stein-Smith,
Chair [2017]
Fairleigh-Dickinson
University
1000 River Road
Teaneck, NJ 07666
Email: [kathystein
smith@aol.com]



Commission on French for Special Purposes

Deb Reisinger, Chair
[2018]
06 Languages Build-
ing
Duke University
Durham, NC 27708-
0257
Email: debsreis@gmail.com]



Commission on Technology

Catherine Ousselin,
Chair [2016]
Mount Vernon High
School
314 North 9th Street
Mount Vernon, WA
98273
Email: [catherineku72@gmail.com]



Commission on At-Risk, High Needs, Minority, and Immigrant Populations

Margarita Levas-
seur, Chair [2017]
Bloom Township
School District



100 West 10th Street
Chicago Heights, IL 60411
Email: [margarita.levasseur@gmail.
com]

Commission on Cinema

Joyce Beckwith, Co-
Chair [2019]
Email: [mmejoyb@
aol.com]



Commission on Professional Teacher Standards

Adina Alexandru,
Chair [2017]
Southington Public
Schools
720 Pleasant Street



Southington, CT 06489
[adinaalex@live.com]

Commission for the Promotion of French

Justin Frieman Charles,
Chair [2016]
Round Lake High
School
800 North High
School Drive, Round
Lake, IL 60073
Email: [justinfrieman@yahoo.com]



Commission on High Schools

Anne Jensen, Chair
[2017]
Henry M. Gunn High
School
780 Arastradero Road
Palo Alto, CA 94306
Email: [annejensen@
att.net]



Dolliann Hurtig,
Co-Chair [2019]
Louisiana Tech
University
P.O. Box 3178
Ruston, LA 71272
Email: [dhurtig@
latech.edu]

Commission on FLES*

Karen Campbell
Kuebler, Chair
[2017]
709 Sudbrook Road
Pikesville, MD
21208
Email: [kkcdan
ser@verizon.net]



Commission on Middle Schools

Janel Lafond-Paquin
Chair [2018]
Rogers High School
15 Wickham Road
Newport, RI 02840
Email: [madame p51@
hotmail.com]



Commission on Universities

Scott Sheridan, Chair
[2017]
Illinois Wesleyan
University
1312 Park Street
Bloomington, IL
62701



Email: [spsheridan@comcast.net]

Commission on Cultural Competence

Martha Behlow, Co-
Chair [2020]
Geneva Communica-
tion High School
Geneva, IL 60134
Email: [mbehlow@
geneva304.org]



Sheila Conrad, Co-
Chair [2020]
Bettendorf High
School
Bettendorf, IA 52722
Email: [sconrad@
bettendorf.k12.ia.us]



UPCOMING AATF CONVENTIONS

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

- Martinique (July 18-21, 2018)
- Philadelphia (July 14-17, 2019)
- Trois-Rivières, Québec (July 15-17, 2020)

SALUT LES JEUNES!



OÙ EST LA GUÊPE?

Teaching prepositions of position is full of opportunities for the FLES teacher (as well as middle and high school teachers). The students can absorb the concepts with visual examples, auditory cues, and with kinesthetic activities to reinforce the vocabulary in amusing ways. Any time the student can get up and move around the room, interacting with the vocabulary physically, the French will be established more solidly. The tendency for many of us (*y compris moi*) is to try to impose an overabundance of the words because they seem so simple (*dans, sur, sous, entre, à côté de, loin de, près de, devant, derrière, en face de, à gauche de, à droite de*). We are much better off limiting our expectations to fewer words and having them cemented into our students' brains, especially for our youngest language learners.

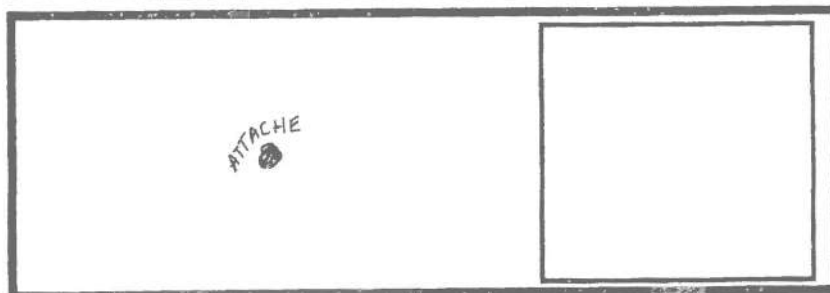
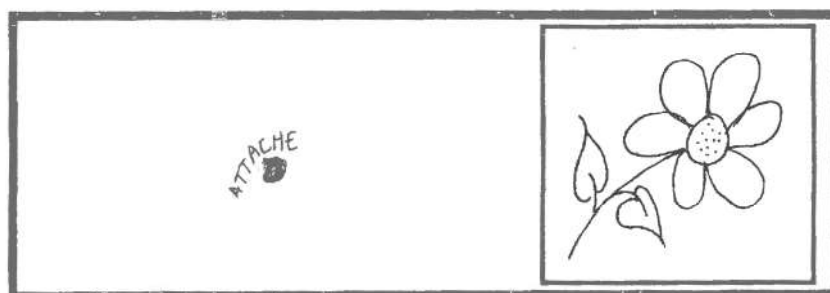
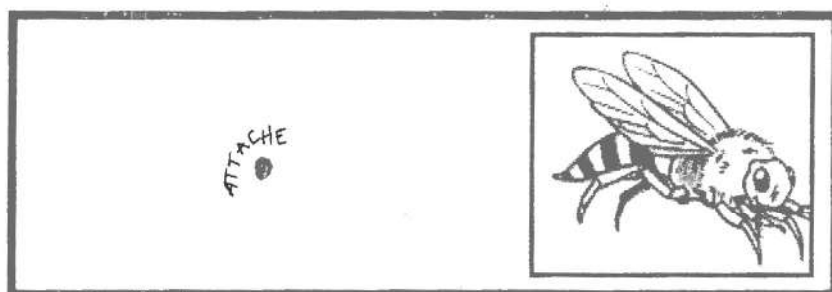
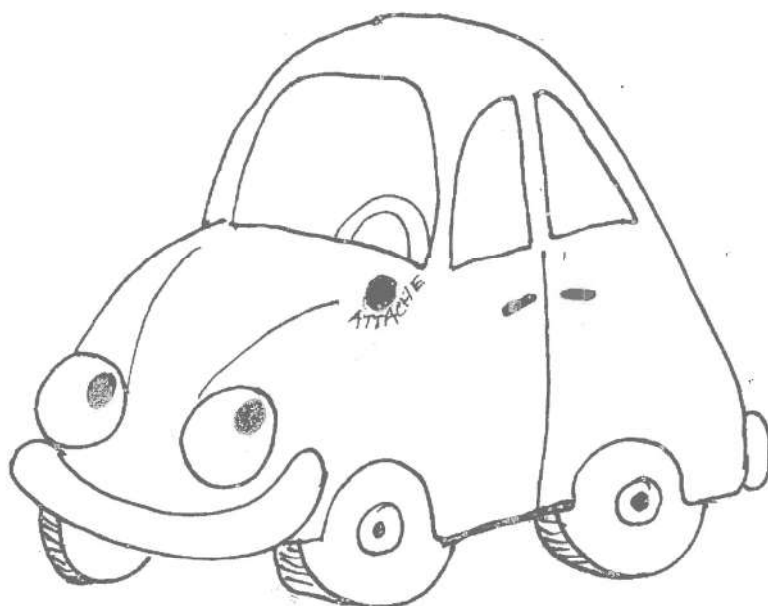
For my younger group, my goal is to have four terms firmly in place, even though the students are hearing others during class activities. My four target words are: *sur, sous, devant, derrière*. I introduce them in the traditional manner with familiar objects—*un chapeau, un crayon*. Using choral repetition, they repeat “Le crayon est sur le chapeau.” After the safety of choral responses, the next step requires only the recognition level: “Est-ce que le crayon est sur le chapeau?” Once their confidence is in place, we can move on to the recall level: “Où est le crayon?” requiring them to retrieve the words themselves. For a quick game I purchased three cheap top hats (usually available after New Years at a discount!) and I taped a number 1, 2, or 3 on them. Just like the carnival game, place *le stylo* (or whatever object you want to reinforce) under one, moving them around, and then ask: “Où est le stylo?” Since *sous* and *sur* require some work to distinguish the sounds, it is worth playing from time to time for the sake of precise pronunciation. Next choose students to do the hiding so that they use the interrogative pattern as well and ask their classmates.

The little project below gives additional opportunity to use the four target prepositions, chorally as a class, teacher-student, and then in pairs student-student. Plus it is something fun to take home to practice and teach their parents. Anything I want them to really learn, I assign the responsibility of teaching it to their parents.

I created this gadget to force my students to use some vocabulary in their textbook that needed some help (*la guêpe et la voiture*). You will need paper (*du papier*), scissors (*des ciseaux*), and paper fasteners (*des attaches parisiennes*). First, have them cut out *LA VOITURE* (*découper*) and color (*colorier*) if you want to practice where the color adjective is placed. Then cut out at least one strip. I've included three here: the one we used, *la guêpe*, another more familiar (*la fleur*), and a blank one you can reproduce with anything appropriate for your present lesson. The other possibility is to let the students draw their own picture in the box to use with a partner, so your room can be filled with different possibilities. This works best on card stock, but regular paper will work. At first I had them attach the gadget to the back of a paper plate which worked really well, but it is not necessary. Attach the strip behind the cut out car using *une attache parisienne* so that the student can turn the wasp to each position. Now you are ready to have them practice. Start, as above, with the recognition level: “La guêpe est derrière la voiture.” They simply turn their wasp strip to the correct position stated by the teacher. Once the four prepositions seem strong enough, have them work in pairs or in table groups taking turns asking each other. If they have colored their car, it gives a terrific opportunity to reinforce the placement of a color adjective in the response: “La guêpe est derrière la voiture bleue.” Now have them take it home to teach their families. *Amusez-vous bien!*

Elizabeth Miller
La Petite Ecole Française de San Francisco
Northern California AATF Chapter

Enlarge as desired and distribute to each child to cut out and color. Will need one fastener each.



What are some of the games you use in the classroom to explore prepositions of position? Share with other FLES teachers for future “Salut les jeunes!” articles. Send your ideas to [mmemiller@aol.com] (74 Tuscaloosa Avenue, Atherton, CA 94027).

AATF COMMISSION ON FLES* 2018 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The Commission is delighted to announce the 2018 Poster Contest for students of French in grades K-8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate and support them with some research and learning for the contest.

Individual teachers may submit up to 3 posters in each category to the Contest, chaired by Karen Campbell Kuebler. In celebration of our July 2018 convention in Martinique, the theme will focus on the island's nickname: "*Martinique: L'île aux fleurs* / Martinique: Island of Flowers." Let your creativity blossom. We will display winning posters at the convention. 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: 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 below. All information must be completed for the poster to be considered.
5. Entries are limited to **THREE PER TEACHER FOR EACH CATEGORY**. Teachers are asked to select the best posters to be judged on applicability to the theme, creativity, and effort (see learning targets).
6. Each teacher should send the posters postmarked by **March 1, 2018** to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]. Please mail the posters flat, first class, and protected by cardboard.

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

K-1 & 2-3 learning targets: (1) I can

identify 3 different details about Martinique 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.

4-6 learning targets: (1) I can identify 4 different details about Martinique 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 learning targets: (1) I can identify 5 details about Martinique 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. All entrants will receive a certificate of recognition. First, second, and third place winners in each category will receive a cash prize. We look forward to receiving creative posters from students throughout the country.

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

AATF NATIONAL FLES* STUDENT INFORMATION FORM

Student's Name: _____

Student's Address: _____

City/State/Zip _____ Student Phone: _____

School: _____ Grade: _____

School Address: _____

City/State/Zip _____ School Phone: _____

Principal's Name: _____

Sponsoring Teacher: _____

Teacher's Address: _____

City/State/Zip _____

Teacher's Telephone: _____

Teacher's Email: _____

SIGNATURES (All are required)

We understand that this poster becomes the sole property of the 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 _____

PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.

AATF SUMMER SCHOLARSHIPS

Application deadline: February 15, 2018

French Government Scholarship

The AATF has received one scholarship for summer 2018 from the French Embassy. This scholarship offers AATF members who teach at the K-12 level a program of study in France during the summer. The program provides intensive study of French language, teaching French, and modern French culture.

The scholarship covers the cost for a two-week program in July, food, lodging, and a train economy ticket between Paris and Vichy. Participants are responsible for their own travel and personal expenses, and there will be a \$600 stipend upon completion of the program to help defray travel costs.

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 *Wal-lonie 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 2018. 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 third 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 2017-2018. Preference will be given to members who have been in good standing since January 1, 2015. Current AATF chapter presidents and Executive Council members are not eligible. Members who have received an AATF scholarship during the past five years (2013-2017) are also not eligible. Scholarship recipients agree to make a presentation based on their experience at a foreign language conference in 2018-2019.

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 2018. 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, 2018**, to be considered.

AATF EXEMPLARY FRENCH PROGRAM

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF Web site? Then you may be a candidate for the new Exemplary French Program sponsored by the AATF. Read the indicators and apply on the official form by **February 15, 2018**.

For complete instructions, go to the AATF Web site at [www.frenchteachers.org].

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2019, 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 Martinique in July 2018.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2018**.

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, 2018**. Decisions will be made by March 1. Recipients will be notified by March 1 so that they can make arrangements to be present at the awards program.

REQUIRED QUALIFICATIONS

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

EVALUATION CRITERIA

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

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

- a. demonstration of students' exemplary proficiency in French, knowledge of French language and Francophone cultures and literatures, and motivation for

- continued study of French,
- b. increased enrollment or expansion of curricular offerings, or previous teaching awards,
- c. student participation in extracurricular French activities, exchange programs, internships, and competitions, or
- d. students' high performances in French on standardized tests.

Evidence of professional growth and development

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

Evidence of contributions to the profession may include

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

NOMINATION PACKET

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

1. A résumé of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together in one file.
5. Submit the nomination packet electronically in .pdf format (one file with the candidate's name in the file name) to [awards@frenchteachers.org]. The nomination must be received no later than **February 1, 2018**.

L'AATF À ACTFL—NASHVILLE 2017

Comme chaque année l'AATF était présente au congrès d'ACTFL. Nous avons donc retrouvé nos collègues de tous horizons à Nashville. J'ai pu assister à la Réunion de l'Assemblée des Délégués. Jayne Abrate, notre Secrétaire générale, et moi avons tenu notre stand avec l'aide de nos fidèles anciennes Présidentes Ann Suntherland et Mary Helen Kashuba, SSJ, et la visite de notre future Présidente Anne Jensen. Jayne et moi avons participé à plusieurs sessions, couvrant à la fois l'AATF et la défense de l'enseignement du français, des ressources pédagogiques sur la Martinique, le Français pour la Paix dans le contexte des programmes universitaires, la *French Review* et le *AATF National Bulletin*.

Enfin, avec un grand nombre de nos collègues, nous avons assisté au Déjeuner de l'Ambassade, organisé par l'Attaché de coopération éducative de l'Ambassade de France Karl Cogard et son équipe—toujours un moment de grande convivialité.

Nous remercions toutes les personnes qui ont participé, qui sont venues nous voir, parler, dialoguer, et nos nouvelles et nouveaux membres! Nous remercions tous et toutes nos collègues qui ont fait une présentation lors du congrès de ACTFL. Il est toujours important de partager nos savoirs. Nous remercions Catherine Ousselin, *Regional Teacher of the Year* et finaliste pour la récompense *ACTFL Teacher of the Year*, de nous avoir honorés et d'avoir représenté à elle seule la passion pédagogique de l'AATF avec dynamisme, intelligence et un talent extraordinaire.

Tous et toutes ensemble, réunis et réunies par l'AATF et autour de l'AATF, nous constituons une communauté forte. Nous avons formé une belle présence à ACTFL. Rappelons donc que notre force est collective et qu'elle se trouve dans la manière dont nous qui enseignons le français défendons et soutenons notre cause avec passion, dans notre engagement quotidien, et dans le soutien que nous nous apportons les uns et les unes aux autres.

Voici ici un très bref résumé des thèmes abordés durant le congrès 2017 d'ACTFL.

La Réunion de l'Assemblée des Délégués:

- Le recrutement des enseignants et leur rétention
- La campagne Lead with Languages
- Ce qu'il y a de neuf avec le College Board
- Comment soutenir les éducateurs
- Le développement des compétences des apprenants— "Can-Do Statements" [www.actfl.org/about-the-american-council-the-teaching-foreign-languages/assembly-delegates]

Le Déjeuner de l'Ambassade de France:

- Le lancement officiel du réseau IF-profs, réseau social de l'éducation en français avec des ressources pédagogiques, méthodologiques, des ressources brutes. Vous pouvez créer votre propre profil, participer à votre gré, et devenir membre du site États-Unis. L'AATF travaille actuellement sur un partenariat de participation au réseau IFprofs. Vous retrouverez donc ce sujet dans un prochain numéro du *National Bulletin* [www.ifprofs.org]
- Les programmes TAPIF et Chateaubriand [<http://frenchhigher-education.org/6960-tapif-teaching-assistant-program>]

Si vous venez aux conférences de NECTFL (Northeast Conference), SWCOLT (Southwest), CSCTFL (Central States) ou SCOLT (Southeast) nous y serons présentes en ce début d'année 2018. Passez à notre stand, venez à nos présentations. Nous participerons également aux événements organisés en février à Washington, DC par JNCL-NCLIS, mené par l'infatigable Bill Rivers, notre plus grand allié—2018 Language Advocacy Day & Delegate Assembly.

Enfin, entre nous, rendez-vous en Martinique en 2018, pour le plus beau des congrès!

Catherine Daniélou
Présidente
[danielou@uab.edu]

NEWS FROM THE AATF EXECUTIVE COUNCIL

There have been several changes to the AATF Executive Council.

Anne Jensen (CA) was chosen to be President-Elect [2018]. She will serve as President 2019-2021 and Past-President in 2022.

Margarita Dempsey was re-elected as AATF Region I Representative (Mid-Atlantic) for a second three-year term starting January 1. **Sheila Conrad** was elected to a three-year term as Region VI Representative (West Central).

Susie Hennessy was elected to a three-year term as Region VIII (Southwest) Representative. **Rita Davis** was re-elected to second 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. **Eileen Walvoord** served two terms as Region VI (West Central) Representative. She has long been active in the Chicago/Northern Illinois Chapter. As Regional Representative she was actively involved with all her chapters. She will continue to serve as chair of the Task Force on Teacher Recruitment. Eileen's work was highly appreciated by all those who served with her and whom she mentored.

Ryan Rocque served one term as Region VIII (Southwest) Representative. He participated actively in meetings and on the Exemplary Program Committee, and his contributions 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.

Nathalie Degroult ended her term as Managing Editor of the *French Review* on July 31. We want to thank her for her many contributions to the journal, to the Executive Council, and to the AATF as a whole.

**BE SURE TO VISIT THE
JNCL WEBSITE
www.languagepolicy.org**

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

91st ANNUAL CONVENTION: MARTINIQUE, JULY 18-21, 2018

Please print all information.

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

Mailing Address: _____
(convention materials will be mailed in mid to late June)

City: _____ State/Province: _____ Zip: _____

Country _____ Cell phone: _____ E-mail: _____

CONVENTION REGISTRATION

The Registration Fee includes registration, Welcome Luncheon, 3 additional lunches, 2 round-trip ferry passes, a 1/2-day excursion, and a welcome *mallette*. Registration must be completed by **May 15, 2018**. After this date, only Late Registration of \$625 will be available.

- Registration fee (if received by **May 15, 2018**) \$550 _____
- Late or on-site registration fee (after **May 15, 2018**) \$625 _____
- Emeritus/Life/Honorary registration \$400 _____
(must be an Emeritus/Life/Honorary AATF member)
- Student registration (must be an AATF Student member) \$400 _____
- Friend/Guest of AATF member (must not be a French teacher) \$400 _____

Please provide name of friend/guest(s) _____

Note that because of the unusual circumstances of this convention and the difficulty of monitoring four different meeting sites, all adult guests and all children over the age of 12 must register for the convention

- 2018 Membership in AATF (required if you are not already a member for 2018) \$55 _____
- 2018 First-time AATF membership (if you have never been an AATF member) 0-included in _____
(This offer is good only on pre-registration. It will not apply on-site.) registration

SUB-TOTAL REGISTRATION FEES: _____

1/2-DAY EXCURSIONS (JULY 19, 20, 21)

Included in registration (indicate 1st, 2nd, 3rd choice)

_____ #1 Musée de La Pagerie & Maison de la Canne

_____ #2 Poterie des Trois-Îlets & Savane des Esclaves

_____ #3 Habitation Clément

Preferred Day (Note: excursions will be offered on different days. We will do our best to accommodate requests but will have to work around session schedules and availability. Please circle choice below.)

THURS. JULY 19

FRI. JULY 20

SAT. JULY 21

Additional 1/2 -day excursions (\$50 each)

_____ #1 Musée de La Pagerie & Maison de la Canne \$50 _____

_____ #2 Poterie des Trois-Îlets & Savane des Esclaves \$50 _____

_____ #3 Habitation Clément \$50 _____

SUB-TOTAL 1/2-DAY EXCURSION FEES: _____

OPTIONAL ADD-ON ACTIVITIES

(Spouses and guests are welcome to sign up for add-on activities.)

Academic Credit through Webster University for attending the convention
(one-hour graduate credit) \$180 _____

Pre-convention Seminars organized by Vámonos Tours (July 15-17)

Day #1 Histoire de la Martinique + Chez l'Habitant \$145 _____

Day #2 Aimé Césaire, Négritude et Martinique + Atelier cuisine \$145 _____

Day #3 Culture créole: cuisine, traditions, expressions, argot + Lakou Tranquil \$145 _____

Cost for any two days: \$250 Cost for all three days: \$335

Pre-convention one-day excursion Nord Plantation (July 17) \$100 _____

Post-convention one-day excursion Nord Plantation (July 22) \$100 _____

SUB-TOTAL OPTIONAL ACTIVITIES: _____

HOTEL AND GUADELOUPE EXCURSION

For hotel reservations, to sign up for the two-day post-convention Guadeloupe excursion, or for airport transfers in Martinique, go to: [www.aatfconvention2018.com].

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

TOTAL PAYMENT DUE: _____

_____ This is my first AATF convention.

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

_____ I am a speaker.

_____ I am a participant in the Leadership Program.

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

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

CARD NO. _____ EXP. DATE _____

SIGNATURE: _____

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

You may also register on our on-line store. **REFUND POLICY:** Requests for refunds must reach National Headquarters no later than June 30, 2018. A \$50 fee will be assessed to cover administrative costs. NO refunds after June 30, 2018. Mail to: AATF, 302 N. Granite St., Marion, IL 62959-2346; fax: (815) 310-5754; e-mail: [aatf@frenchteachers.org].

PAYMENT PLAN

To take advantage of the payment plan we are offering (deadline January 31, 2018)

Pay now: \$150 (non refundable) _____

The remainder will be due in three equal installments due on February 28, March 31, and May 15. A \$50 late fee will be assessed for any missed payment. You will be invoiced for each installment.

THE AATF ANNOUNCES 2018 FUTURE LEADERS FELLOWSHIP PROGRAM

When: July 17, 2018

Where: Hôtel Bakoua, Martinique

Proposed Schedule:

July 16 or earlier: Arrival in Martinique, Welcome Get Together with Executive Council

July 17: Breakfast/Lunch/Leadership Sessions, Working Dinner

July 18: Introduction of Fellows at Opening Session

July 18-21: Fellows attend entire Convention.

The equivalent of one day of the leadership program will take place virtually prior in spring 2018

Application Process: Each AATF Chapter may nominate one candidate who has been a member for at least three 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 the AATF in writing. Get an application form 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 ways in which you would like to provide leadership within your 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.

Requirements for Applicants:

1. Must be willing to attend the

entire AATF convention in Martinique

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 partially waive the cost of registration for the Martinique convention and will reimburse two nights hotel accommodations (double occupancy) during the Leadership Program. Participants will be expected to pay a reduced rate for non-registration related expenses. The cost of meals during the one-day Leadership Program will also be covered by the AATF. Direct any questions to Janel Lafond-Paquin [madamep51@hotmail.com].

RENOUVELLEMENT ET CONTINUITÉ

Depuis 2011 l'AATF a mis en place un stage destiné aux membres qui désirent participer activement au fonctionnement de l'association dans leur région. Programmée juste avant le congrès annuel, la formation permet surtout de rencontrer les membres du conseil d'administration qui partagent leur expertise avec la dizaine de participants sélectionnés tous les ans.

Saint Louis, juillet 2017

Janel Lafond-Paquin nous accueille dans une salle à l'hôtel Hyatt, situé à deux pas de l'arche emblématique de la ville, construite au bord du Mississippi. Je fais partie des dix nominées de cette année qui ont «sacrifié» une semaine pour retrouver d'autres passionnés par le français et la Francophonie. Venues des quatre coins des États-Unis, notre petit groupe est assez représentatif de la diversité qui constitue notre profession (mis à part l'absence d'homme): que nous enseignions à des apprenants d'écoles élémentaires ou du premier cycle universitaire, nous sommes toutes animées par une volonté de soutenir la plus grande association de professeurs de français au monde par notre engagement auprès de nos collègues. Nous avons passé deux jours intenses à découvrir les rouages

du fonctionnement de l'AATF: du financement au leadership, en passant par le recrutement de membres et de bénévoles, Janel nous a donné les outils nécessaires pour relever les défis propres à notre région. Son enthousiasme, la qualité des présentations des différents intervenants et le nombre restreint de participants ont largement contribué au succès de ces deux jours studieux marqués par une très grande convivialité. L'esprit de cette retraite est parfaitement capturé dans la phrase de Truman, "It's amazing what you can accomplish if you do not care who gets the credit" qu'Ann Sunderland aime citer. Au-delà des séances de travail, c'est un véritable esprit de camaraderie qui se développe entre les participants et les membres du conseil d'administration: les repas pris en commun sont l'occasion de faire plus ample connaissance avec les acteurs de notre association et de rencontrer les délégués régionaux qui fourmillent d'idées et qui sont là pour vous soutenir dans vos projets. Sommes-nous des accros du boulot? Certainement pas! Après notre formation nous avons assisté au congrès. S'il est vrai que notre participation est un engagement à servir l'association dans un avenir

plus ou moins proche, nous avons aussi profité de notre séjour pour nous détendre, rencontrer de nouveaux collègues et même côtoyer des «stars». Vous êtes plutôt branché réseaux sociaux? Entre les selfies avec Tennessee Bob, Bill Rivers de JNCL/NCLIS ou Mariette Monpierre, la réalisatrice guadeloupéenne invitée d'honneur du congrès 2017, les occasions de tweeter ou de s'afficher sur Facebook n'ont pas manqué! Vous voulez pratiquer votre français? Le congrès de l'AATF est certainement l'un des rares congrès qui vous permette de passer trois jours sans prononcer un mot d'anglais. Quant à la culture, elle n'était pas en reste grâce à la visite guidée du centre-ville de Saint-Louis.

Que vous soyez membre d'une région très active ou que vous ayez envie de ressusciter une région qui s'est assoupie, j'aimerais vous encourager à participer à ce fabuleux programme. Je vous donne donc rendez-vous l'année prochaine en Martinique!

Pour en savoir plus: Future Leaders Fellowship [<https://www.frenchteachers.org/hq/leadership.htm>]

Sandrine Collomb
Interlake High School, WA
[sandrine.collomb.75@gmail.com]

FOSTERING COMMUNICATION AND GLOBAL CONNECTIONS WITH FLIPGRID

In an increasingly connected, global society, it is not surprising that now, more than ever, teachers and students are looking for opportunities to interact with each other and content experts around the world, but the challenges posed by time differences can be a barrier. A Skype call between California and France requires one party to participate either too early or too late for logistical ease, let alone comfort.

Fortunately, there are tools that can allow meaningful interaction, but asynchronously, meaning both parties do not have to be online at the same time. One of my favorites is Flipgrid.

Flipgrid allows teachers to set up a site (“grid”) and pose a question via video for students or others to answer, also via video. Once users have replied to an initial question, their responses become part of threaded video conversations that are called a “grid.” Participants can respond directly to the initial question or to any other response that has been recorded on the grid.

As a language teacher, this tool is invaluable. I want my students to have conversations beyond the classroom. I want them to interact with other French speakers, rather than solely with each other and myself. However, because we live in California, contacting our epals in France is rendered unlikely due to the nine-hour time difference. When we are in class, they are at home with their families, not in a central location where we can all Skype. The same is true when they are in class. Contacting our Peace Corps volunteer friend in Cameroon, West Africa, is not much better. Sure, the time difference is only eight hours, but she lives in a village without Internet. When she is in town and can get online, it is the weekend, and my students are scattered all over the Sacramento region. Flipgrid to the rescue! We have multiple grids running: one to our epals in France and one to a university student

Grid	Code	Latest Response	Topics	Responses	Total Time	Active	Share	Actions
Our future plans / nos projets d'a...	qfb49kj	May 16, 2017	2	48	10 min	On		
Questions pour Catherine	5jvx5bs	Mar 23, 2017	1	50	21 min	On		
The American Electoral System	y70v1zw	Mar 20, 2017	1	4	7 min	On		
Questions de Français I	pdxuez	Mar 1, 2017	1	39	9 min	On		
Introductions and questions	pda39rh	Feb 25, 2017	1	48	13 min	On		
l'expérience ERASMUS	tlqk98	Feb 25, 2017	1	37	4 min	On		
Commentaires / Suggestions	Op13ttt	Dec 13, 2016	1	7	7 min	On		

(screenshot of part of my Flipgrid dashboard, showing some of the grids we have used this year.)

who told us about her ERASMUS program participation. (ERASMUS is a program that provides European university students with a year or semester abroad in another European country to perfect their language skills and build their cultural knowledge.) We also have a grid running with our Peace Corps volunteer in West Africa.

Here is our grid with Maylis, the French college student who spent this school year in the ERASMUS program: [<https://flipgrid.com/5ee685>].

This video provides a great introduction to Flipgrid. I use it with students who are about to use Flipgrid for the first time, and I also send it to future Flipgrid collaborators overseas.

Enabling others to participate in your grid is as easy as sending them a link. They can reply (or post their own questions) using a computer with a webcam. Or, if you send the grid code (generated by Flipgrid), users can paste it in their Flipgrid app and participate from their phones.

When individuals participate, they will

- Listen to the question (or to replies from other participants).
- Choose to reply to the original topic question or to another participant.
- Hit the + symbol to add their response.
- Record the video of their response.
- Preview the video and re-record if necessary. (Note that it is not pos-

sible to edit only a portion of the video response.)

- Submit the response.
- Add a thumbnail shot that will appear on the grid—usually people take selfies.

Teachers can create multiple grids, and grids can also have multiple topics within them. So far, I have not needed to create grids with multiple topics, but the ability to do so can be useful. For example, elementary teachers may want to create different grids their

subject areas—such as ELA, science, and history—and then use each grid to discuss different aspects of that content throughout the year. Students can have discussions with each other on the grids, with other classes studying the same content, or with content experts around the world.

Teachers can try the full version of Flipgrid free with a 30-day trial. After the trial period ends, teachers can choose “Flipgrid One” or “Flipgrid Classroom.” Flipgrid One is free, but users are limited to one grid. Flipgrid Classroom is the full version and gives users unlimited grids for one year for \$65—a reasonable price for a tool that brings the world’s voices to your classroom and sends your students’ voices around the world. Flipgrid Classroom also offers more advanced features that aren’t available in Flipgrid One. My school’s PTSA (Parent Teacher Student Association) provides small grants to teachers each year, which I have used to cover the cost. If this is an option at your school, it is worth investigating.

I encourage you to try Flipgrid and see how easy it is to engage students in rich, meaningful interactions, regardless of age, content or even time zone.

Major portions of this article were first published at <https://ww2.kqed.org/education/2017/06/15/flipgrid-the-global-classroom-connections-maker/> and are reprinted here with permission.

Nicole Naditz
Bella Vista High School (CA)
[nnaditz@gmail.com]

TEACHER SHORTAGE AND RECRUITMENT TASK FORCE UPDATE

As some of you know, the U.S. is currently experiencing the beginning of a teacher shortage in French. Unfortunately, in some areas, this has led to eliminating French programs. The AATF and the Teacher Shortage and Recruitment Task Force want to encourage YOU to be a part of the solution. While the task may seem too huge for an individual to tackle, each one of us CAN make a difference, whether it is through small steps or huge efforts. *L'union fait la force!*

Our “essential question” is this: What can I, as an individual French teacher (at any level), do to encourage students to consider French teaching as a viable (and wonderful) career option.

Perhaps you are already doing the following:

- Having one on one conversations with your students to encourage them to consider a French education major
- Sharing personal stories about your enjoyment of your career, the opportunities for travel and continued growth.
- Giving your students an opportunity to see themselves as teachers, through tutoring and paired student mentors.

Task Force Chair Eileen Walvoord wrote an article for the September issue of the *National Bulletin* which many of you probably read. To follow up, I reached out to my fellow members of the Task Force to share their experiences and insight with us.

For teachers at all levels:

Megan Diercks, Editor, *National Bulletin*, Colorado School of Mines

My focus is on getting my full class of French 1 students (about 35 students every fall for the past six years) to continue on to French 2. From day one I try to connect with them (“You’re from Chicago? My husband grew up in the Chicago area—what part are you from? Who was your French teacher in high school?” or “You lived in Texas? My family lived in the Dallas area for 11 years” or “You play [sport/instrument]? I’d love to come to your game/

concert—please let me know when the next one is.”), and I greet them every day as they come to class. I also try to make sure my class is the one where they learn while having fun—we play games, do lots of partner activities, and have creative projects. I have high standards, and we learn every day, but we also laugh every day. The phrase “I have so much fun in French class” appears on my course evaluations in some form every year—usually from multiple students.

I also try to “plant the seed” of French 2 early and often. I’ll say: “In French 2 we’ll do some additional food vocabulary, so you’ll have to take more French to learn that.” Or I’ll write on their tests: “You should be thinking about taking French 2!” I encourage those whom I believe should continue that I really want them to take French 2. Some of them are surprised by that, but it gets them thinking about their spring schedule.

For middle school and high school teachers

Margarita Dempsey, Region I (New England) Representative, Smithfield (RI) High School

I have an after-school program called French Language in the Elementary Schools (FLITES). I have my advanced French students from the high school teach basic French vocabulary to fourth graders. It gives my students such a sense of accomplishment that they can teach others some of the French they have learned. They teach in groups of two or three, and the fourth graders are in groups of five (*plus ou moins*). They end the program with a presentation for parents and friends. I always talk to the parents about the benefits of the French language and programs, plus it keeps my students interested, and they love it. Constant, shameless promotion. Everywhere, all the time.

Katy Wheelock, Region III (Middle Atlantic) Representative, Wakedfield (VA) High School

I encourage members of my *Société Honoraire de Français* (SHF) to tutor other French students. For me, when

my college professor of French asked me to join the tutoring staff, it was an honor and the first time I realized I could teach others using my French skills. I think this is one key reason I became a teacher. *Un grand merci à Dr. Kathryn Wixon, Muhlenberg College (PA), pour sa confiance en moi!*

Sheila Conrad, Region VI (West Central) Representative, Iowa AATF Chapter President, Bettendorf High School

This is a topic near and dear to my heart. I have had personal conversations with students whom I think would be perfect for the job. I also tell my students about all the amazing programs available to them at colleges and universities in Iowa. Finally, I tell them how much I love my job; I am forthcoming with them about how there is a need for teachers and it’s a really enjoyable career—I loved being a student, but I love being a teacher even more. I also have a French Club Book Award where students can take a French course in college and be reimbursed \$50-\$100 for a French textbook or course materials.

Andrea Behn, Wisconsin AATF Chapter President

I talk about all of the opportunities I have and all the things I get to teach. There’s nothing you can’t do with French, and by teaching it, you truly know it. Plus, I’ve pointed out to a few kids that during summers you can explore a lot of other things—writing travel, classes, etc.

I fear that for so long the message was: “You can use French in that career” that we moved students away from teaching. From my first year of teaching, I had about 20 students continue French in college. Not one is a teacher. My message was off. I think we can offer them the both options, but we really know who those teachers are. They aren’t always the straight A students either!

For college teachers (both two and four year colleges) on the following page

Anne Jensen, AATF President-Elect, Chair, AATF Commission on High Schools, San Jose State University (CA)

Since I teach the Methods of Foreign Language course at San Jose State University, I have decided to visit every advanced-level French, Spanish, Mandarin, and Japanese course to personally speak with students about considering becoming world language teachers... Because I taught for 40 years at the high school level, hearing me talk about the need for world language teachers and how rewarding our profession is seems to inspire students to consider a career in world language teaching.

The personal connection is always the best way to make an impact, despite our reliance on technology.

Rebecca Léal, Vice-President Chicago / Northern Illinois AATF Chapter; Elmhurst College

Holistic advising to students, even those who aren't majors or minors is key, and instructors should not ignore lower level, General Education type classes. In ALL of my French classes (100/200/300/400 levels), I identify students' majors starting the first day of class. If any of the students are currently education majors, I approach them individually about adding a teaching endorsement in French to their license, pointing out what needs to be done (ex. in Illinois it is any six French college courses, at any level, plus the content exam). I also always include endorsement requirements on the handout that I give about how to major and minor in French (ex: four classes for a minor, six classes for an endorsement, 7.5 classes for a major).

For students who aren't already in the education program, it is frankly an uphill battle to add an education major, and many find it better to do a M.A.T. rather than spend extra years at the undergraduate level for a teaching license. French can be added to any major, quite easily. Education cannot.

Some students do "discover" that they enjoy teaching when they thought that it wasn't for them through tutoring opportunities and the French Government Assistant Program (TAPIF). Peer

mentoring is certainly to be encouraged at ALL levels. Even lower-level students have something to contribute to their peers or to K-12 language learners in the community.

Speaking of reaching out to college students as well as sharing info about TAPIF ...

Andrea Behn: In Wisconsin, Ellen Onsrud (President-Elect for the Wisconsin AATF Chapter) and I have done two things: We partnered with the French House at the University of Wisconsin-Madison to offer a session on what teaching is like, how to become one, etc. and we offered a session to those with language background who are considering teaching at the Wisconsin Association for Foreign Language Teachers (WAFLT) Conference. At the French House, Andrew Irving and I talked about being an (English teaching) *assistant* in France through TAPIF. I have started to talk more about the TAPIF to my high school students in sophomore and junior years. Many students are interested and making it part of their plan. Wisconsin requires every student to leave high school with a post-high school plan, and I think that that's the reason for the interest.

In conclusion ...

Some of us know about the wonderful mentoring which AATF Past-President Ann Sunderland has done over the years which has led to over 20 of her former students and mentees becoming French teachers! Through my work with our AATF Chapter Vice-President Rebecca Léal, I am much more mindful of the power that high school teachers have to encourage continued French study at the college level, and Margot Steinhart and Eileen Walvoord's work with the Commission on Advocacy have focused attention on the idea of combined majors. But now, I challenge us all to roll up our sleeves and encourage future French teachers, who will be ready to continue the programs began by those of us who are considering retirement in the not-so-distant future.

Martha Behlow
Geneva Community High School (IL)
[mbehlow@geneva304.org]

AATF Twitter / Facebook @ AATFrench

WHAT'S NEW IN THE FRENCH REVIEW?

Vol. 91, No. 3 (March 2018)

- Bilan cinématographique: l'année du voyage (Degroult et Chirol) Dossier pédagogique: *Ma vie de courgette* (Degroult et Chirol) [on website]
- De Swann à Saint Laurent? *Le temps retrouvé* de Proust et *Saint Laurent* de Bonello (Krieger)
- Omar Gatlatto: effets cinématographiques et subversion de la virilité (Romaniuc-Boularand)
- Madame de Thémis's Letter as Proto-Psychological Fiction in *La Princesse de Clèves* (Kudish)
- La transfiguration patriotique de la justice dans *Les dieux ont soif* d'Anatole France (Viguière)
- Malraux à Montréal en 1937: un passage qui ne passe pas inaperçu (Grégoire)
- Portrait of a Modern Adulteress: Gabrielle Marquet's *La cerise de porcelaine* (Koestler)
- The Bible and the Balance Sheet in Pilhes's *L'imprévu* (Roney)
- La mémoire de l'esclavage dans le théâtre contemporain antillais (Déry-Obin)
- Revisiting Return in Jean Echenoz (Hollister)
- L'alternance codique en classe de FLE: marque d'incompétence linguistique ou preuve d'une compétence bilingue? (Alrabadi et Haya-jneh)
- Speaking (like the) French: The Success of a Three-Week Domestic Immersion Program (Vanpée and Métral)
- Un entretien avec le romancier Igor Gran: maître de l'"écohumeur" (Krell)
- *Un sac de billes* de Christian Duquay (Remy et Williams-Jones) [on website]

OUTSTANDING SENIOR IN FRENCH AWARD

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

To qualify for the award, a student must:

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

Only one student per school per year will be accepted.

Students will receive a certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the principal or dean, and the student's

name will be placed on the AATF Outstanding Senior Honor Roll on the Web site. The registration fee for the award is \$25. For an additional \$10 fee, students can also receive an Outstanding Senior in French medal.

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

AATF EXCELLENCE IN FRENCH AWARD

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

To qualify, a student must:

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

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

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

CALENDAR OF EVENTS

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, February 8-10, 2018, New York, NY. Information: NECTFL, 2400 Main Street, Buffalo, NY 14214; email: [info@nectfl.org]; web: [www.nectfl.org].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING, February 22-24, 2018, Santa Fe, NM. Information: SWCOLT, 216 Merion Drive, Austin, TX 78737; email: [jody.klopp@okstate.edu]; web: [swcolt.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, March 8-10, 2018, Milwaukee, WI. Information: Patrick T. Raven, Executive Director, CSCTFL, 7141A Ida Red Road, Egg Harbor, WI 54209; phone: (414) 405-4645; fax: (920) 868-1682; email: [csctfl@aol.com]; web: [www.csctfl.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING, March 15-17, 2018, Atlanta, GA. Information: David Jahner, Executive Director, P.O. Box 33615, Decatur, GA 30033; phone: (404) 290-1942; web: [www.scolt.org].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, July 18-21, 2018, La-Pointe-du-Bout, Martinique. Information: Jayne Abrate, Executive Director, 302 North Granite Street, Marion, IL 62959-2346; phone: (815) 310-0490; fax: (815) 310-5754; email: [aatf@frenchteachers.org]; web: [www.frenchteachers.org].

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

AATF publications are mailed 2nd Class. The USPS does not forward 2nd class mail unless you pay for this service. If you move without informing us of your new address, the USPS destroys the lost issues and charges us \$.80 per item. This amounts to hundreds of dollars per year in charges. Therefore, if you have moved or intend to move, let us know your new address at [address@frenchteachers.org].

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*
- *French by the Numbers*
- *French is Not a "Foreign" Language*
- *Why Learn French?*

AATF PROMOTIONAL ITEMS

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 marbled pen. \$8 each (discounts for quantities)

TEACHING MEDIA

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

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

MEDALS AND AWARDS

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

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

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

OTHER MATERIALS

Interactive Ideas for the French Classroom: Mingles, Bingo and Other Partner-based Activities, by Stacey Ayotte. From the AATF Press. (117 pp) \$20 (nonmembers \$30).

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

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 12/31/17.

(continued from page 34)

row to make it better, grading that set of quizzes, starting to create the next quiz. It never ends and it can overtake your life. You can strive so hard to be great in each role and sometimes you only achieve mediocre across the board.

While I certainly do not have all the answers and, at times, struggle daily with this, my most important suggestions would be: Protect yourself from being overwhelmed by making your priorities clear. Adjust your teaching/assessment strategies to not inundate your inbox with more work. Remember that it is OK to try, fail, and try anew from a different angle. Do not feel pressured by another person's (or bandwagon's) way of doing things. Know your strengths, and find what works for you. Another person's system may not work for you and that is OK. If you have a family, strive to make the most of the time you have at home. Be present, do extra, albeit small, things that show them, without a doubt, you love them and they are important. And perhaps most importantly, remember why you became a teacher - whether it was a love for your subject area, a passion for teaching, or a desire to make a difference with kids - you will hopefully still be able to find that aspect despite the extraneous aspects of this career. Concentrate on that and your priorities. Everything else will fall into place. Or sometimes it won't. But the world will continue on and you will be OK and so will your students.

Our question for the April issue is: If you give gifts to your graduating seniors, what do you give them? Share via the AATF Facebook, NB Twitter [@AATFNB] or email [nbeditor@frenchteachers.org]. *Merci!*

Check out all our Commissions and their various projects at:

www.frenchteachers.org/hq/commissions.html

(continued from page 35)

the future, my first thought was that this would be an amazing venue for an immersion weekend for teachers.

Together, with Leonie, we crafted a customized program for the weekend that combined unique elements that drew on what the ecovillage has to offer, along with time for a chapter-workshop, and even a short Saturday afternoon excursion. One advantage of holding this weekend at the Ecovillage is that there is a range of accommodations for participants including dorm-style rooms, small cabins, home stays with residents, and even teepees! All our meals were included with the very reasonable weekend price, and these included hearty and healthy fare made from farm ingredients.

Our weekend program consisted of the following:

Vendredi	Soirée de bienvenue
Samedi	Cours de yoga
	Petit déjeuner
	Visite de l'écovillage et des jardins
	Cours de cuisine: Comment préparer les pâtes fraîches
	Atelier du chapitre avec Émilie Talpin
	Pause-café à la boulangerie Rendez-vous
	Pause détente: piscine, jacuzzi, balades à pied
	Souper fondue
Dimanche	Marche à l'érablière
	Brunch thématique à la cabane à sucre

All of the participants were pleased with the variety of activities offered, the beautiful and relaxing setting, and the delicious food. We took in the sweeping views of Mt. Monadnock and the Connecticut River Valley while learning about organic farming methods and experimental crops during the farm tour. Particularly impressive is the large-scale shitake cultivation operation that involves months of preparation of over 500 maple logs. Our hands-on cooking class was interactive and a lot of fun. We were even able to enjoy the fruits of our labor over lunch.

For our *pause-café*, we ventured into the town of Colebrook to visit another

gem—Le Rendez-Vous Bakery. It is a most unexpected site in a small rural town. It is a traditional French bakery that makes its own delicious bread and pastries *à la française*. It is owned and managed by a couple from France who left city life in Paris following the death of Princess Diana. Owner Marc Ounis was an emergency room doctor on duty the night of Diana's accident. After the tragedy, the couple decided to start a new life and reinvented themselves as pastry chefs. Although they originally planned to move to Québec, they eventually settled in the town of Colebrook, where there is clearly no other competition for miles around.

Perhaps the best part of the immersion weekend experience, however, was the opportunity to interact and get to know the Francophone residents of the ecovillage. They are a truly warm and welcoming group who are proud to share their facilities and lifestyle with us. The Saturday evening fondue dinner was festive and fun and provided a great opportunity to learn more about community life on an ecovillage firsthand from its members. And the fact that we can have an authentic Francophone *Québécois* cultural experience without having to leave our own New England state is simply priceless.

Finally, the unique setting of an ecovillage for an immersion weekend allowed for endless thought-provoking discussions. The participants were inspired to talk about how we could use this learning opportunity and location to create curriculum for our French classes that would address issues of ecology, environmental stewardship, organic farming/food and the advantages and disadvantages of community living. Although most teachers came for the immersion experience and camaraderie among fellow French teachers, it was clear by departure time on Sunday that participants had gained so much more and were excited to share their experiences with their students.

You can see photos of our group on the Ecovillage Institute website [<http://citelc.org/portfolio/french-immersion/>].

Katharine Harrington
Plymouth State University
[knharrington@mail.plymouth.edu]

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

Question: Experienced teachers (5+ years), what advice would you share with a new teacher?

Editor's Note: Teacher burnout and discouragement is a real problem in our profession. I was deeply moved by the thoughtful and caring responses of our members, and I encourage you to share this advice with a colleague.

- **Ariadne Livaditis (NY):** Don't be afraid to ask for help. Always proofread everything you distribute to children. Correct yourself, if you've made a mistake. Stay humble and honest. Listen/follow direction from administrators, even if you don't necessarily agree, but don't compromise your classroom philosophy or your dignity. Take an interest in your students' lives. Value their opinions. Make connections. Make French matter to them. (Even though it will never matter as much as it does to you, and that's ok!). Don't beat yourself up, if what you thought was an amazing lesson turned out to be a flop. Be reflective. Be flexible. Make changes. Love what you do each and every day and it will be contagious and evident.
- **Jodie Gill (TX):** The research is always worth the time. There are so many sources with ready-to-go activities available now. Sometimes it at least sparks an idea to create your own. Talk with your students in French. Ask them about themselves. Chat about movies, etc. It is the best way to show them interpersonal communication. Teach them grammar—it is the logic behind language. If they don't get information about the base structures, it is hard for students who aren't natural linguists to progress and it is hard for kids to create new meaning, ideas, and stories. Don't be fooled by group work meaning an individual student grasped the concept if the group did. They need to do individual work to really get the ideas for themselves.
- **Stephanie Hill (MT):** French is not the most important part of

our jobs and not all your kids will turn out to be French teachers. Make sure they are kind, empathetic, gracious, and globally minded, and you've done your job right.

- **Stacey O'Brien (IN):** A note to new/newer teachers: We have all seen and heard stories talking about teacher burnout. Some perspective I have gained in ten years of teaching includes the following:
 1. Throughout your career, you will continually be inundated by bandwagons, initiatives, and the word "should." These are utterly exhausting and can suck the life from you. It is very rare for any initiative to actually be a new and revolutionary concept. It is something that has been thought of and used before, was forgotten when something new came along, and has now come back around with a new generation touting its amazing properties. Beware of these. The word "should" is also something of which to be wary. Evaluate your teaching methods, evaluate your effectiveness objectively. If your students are engaged, if your students are learning, if your students can tell that you enjoy your job, know your subject, and care about them, then please internalize the following: "If it ain't broke, don't fix it." That is not to say that there is not room for improvement and revitalization of activities, strategies, and curriculum, but know that you can beat yourself up and wear yourself out looking at blogs, perusing Pinterest, attending workshops of people who have found a new, radical system that "changes the game." If you don't protect your mind, your body, and your soul, you may slowly lose each of them.
 2. Teaching is a career that always asks for more without

really giving more in return. You have lessons to invent, plans to write, assessments to create, grading to finish, data to compile, meetings to attend, parent emails to which to respond, and in between, you need to engage your students, teach them, observe them for signs of anything worrisome, and make sure you are documenting everything. There are also after school clubs and activities in which you might choose to participate or lead. These are great opportunities to share your passion and interests with students, but beware of over commitment, which can help lead to #3.

3. Guilt. There are many types of guilt in the world: religious, mommy/daddy, general. The guilt of which I will speak here has to do with feeling overwhelmed with inadequacy to do it all. If you are single and a teacher, you can make teaching, students, and activities your entire life and still be left feeling like there is more you could or "should" be doing to really hammer home that lesson or to reach that one student or maybe those fifty students. If you have a family—a spouse or children at home—the guilt can be unbelievable at times. You want to do a good or even a great job in all aspects of your life, and it is not only exhausting but is nearly impossible to feel like you are succeeding. If you spend extra time at school, you feel guilty for not being at home, striving to be a better spouse or for not being at home to be a parent. If you leave at the bell and head home to be a better spouse or parent, you may be dropping the ball on several things that "should" be done for work-tweaking that plan for tomorrow.

(continued on page 33)

SHITAKES AND FONDUE: CREATING COMMUNITY AMONG FRENCH TEACHERS IN A UNIQUE SETTING

New Hampshire may be one of the smallest states, but the distances from one corner of the state to the other can still be felt when it comes to getting teachers together. The New Hampshire AATF Chapter gathers each fall at the New Hampshire Association of World Language Teachers (NHAWLT) Conference and then organizes a film screening, play, lecture, workshop, or other event in the spring. We have tried different locations, but usually we settle on Concord or Manchester, which are mid-point between most locations in the state.

We have experimented with different days of the week, times of year, and starting times in an attempt to attract as many members as possible. And yet, despite our efforts, it seems impossible to find an ideal day and time. Weeknights are too hectic for many teachers. Weekends are precious for working parents. Summers are for vacations and travel. So we keep trying new things in hopes of offering as many options for our members to gather as possible.

When I learned about a unique location, *La Cité écologique* of New Hampshire [<http://citeecologiquenh.org/>], I thought it might be time to try something drastically different. I discussed with the chapter executive board the idea of hosting a French immersion weekend for teachers. After much deliberation, we decided that the weekend following Labor Day might work. Being so close to *la rentrée*, we thought teachers might be motivated to get together and learn from others before the school year gets underway too much and takes up all our time.

Originally, the location of *La Cité écologique* in Colebrook was somewhat daunting. Colebrook is a small town in the northernmost reaches of New Hampshire, just miles from the Québec border. There is no highway that goes to that part of state, only a two-lane road that, while scenic, makes for a long haul for residents from the southern part of our state where the largest population centers are located. In the end, we decided that the venue was so special that it was worth giving



it a try. We recently completed a successful second annual French Immersion Weekend for teachers, and we are convinced the event can only gain momentum and popularity.

La Cité écologique of New Hampshire is an ecovillage of 35 residents who have chosen to live together in pursuit of a common goal: “to develop an ecovillage that gives priority to education and sustainable development based on respect for all living things.” This community is the brainchild of founder Michael Deunov Cornelier, a Canadian public school teacher who became disenchanted with the educational system. In 1983, he created a summer camp for children rooted in the principles of sustainable development and living in harmony with nature. The camp was so popular that in 1984, 30 families got together to create an alternative school and ecovillage in Ham-Nord, Québec. In 2003, after a long search for a second location, the community decided to open a second ecovillage south of the border in Colebrook, NH.

Today, *La Cité écologique* of New Hampshire is located on 300 pristine acres that include an organic farm, community buildings, residences, a sugar shack, solar panels and wind turbines, a pond, and recreational trails. In 2014,

the Ecovillage Institute was created to “offer dynamic programs and unique experiences to shape positive change agents to secure our future.” Through this institute, *La Cité écologique* expands its message to the greater community. They now regularly open their doors to non-residents for programming on permaculture, organic farming, health and wellness, and now, thanks to the chapter’s collaboration with them, they now have a tab on their website advertising French immersion experiences.

Yet despite all their wonderful offerings, *La Cité écologique* remains relatively unknown. Being a community of Francophone *Québécois* in rural New Hampshire living largely self-sustainably, with their own school, they have to work hard to create bridges with the larger community. When they were launching their institute in 2014, their coordinator for community development, Leonie Brien, reached out to me, a French professor at the northernmost university in the state, to see if I were interested in brainstorming ideas on how we could collaborate with them, since all of their residents are French speaking. While experiences with my college students are certainly something I am keeping in mind for

(continued on page 33)



AATF National Bulletin (ISSN 0883-6795)
American Association of Teachers of
French
302 N. Granite St.
Marion, IL 62959-2346

Periodicals
Postage Paid
Marion, IL
62959

REMINDER: IMPORTANT DEADLINES AND DATES

February 1	Deadline for nominations for the Ludwig Excellence in Teaching Awards (page 23)
February 15	Deadline for Exemplary Program applications (page 22) Deadline for applications for AATF Summer Scholarships (page 10)
March 1	Deadline for applications for the Valette Legacy Award (page 10) Deadline for submissions for the FLES Poster Contest (page 21) Deadline for applications for AATF Small Grants (page 10) Call for AATF nominations (page 13)
March 15	Deadline for applications for Jensen Scholarship (page 6)
May 15	Deadline for pre-registration for Martinique convention (see page 1)

NEW ITEMS AVAILABLE FOR SHF AND JAF

The *Société Honoraire de Français* (SHF) and the *Jeunes Amis du Français* (JAF) are happy to announce a number of new items available for order.

We now have an SHF banner available. It is 2 x 4 feet in size, red vinyl with grommets for hanging, and “Société Honoraire de Français” with the AATF and SHF logos on it.

Navy blue holders with an embossed gold logo can be used to hold student certificates.

Graduation stoles in blue satin with SHF and a fleur-de-lys in gold are also available for graduating seniors.

Smaller items like pens, pencils, and invitations have also been produced.

For JAF inductees, we now have pencils available. A JAF T-shirt and a new SHF T-shirt are in the works.

For photos, pricing, and ordering information, go to the SHF web page at [www.frenchteachers.org/shf/] or consult the AATF Store.

Découvrez la Martinique!

*Congrès annuel de l'AATF
du 18 au 21 juillet 2018*