



AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

## RAPHAËL CONFIAINT ET LA MARTINIQUE «PRESQUE TOUTES LES CULTURES DU MONDE»

En 1989, dans leur essai et manifeste littéraire *Éloge de la créolité*, Jean Bernabé, Patrick Chamoiseau et Raphaël Confiant écrivaient: «Ni Européens, ni Africains, ni Asiatiques, nous nous proclamons Créoles». Ces trois écrivains martiniquais définissaient dès lors la Créolité comme étant «l'agrégat interactionnel ou transactionnel, des éléments culturels caraïbes, européens, africains, asiatiques, et levantins, que le joug de l'Histoire a réunis sur le même sol. Pendant trois siècles, les îles et les pans de continent que ce phénomène a affectés, ont été de véritables forgeries d'une humanité nouvelle».

Depuis, au fil des trente ans qui nous séparent de cette publication phare, mais également auparavant avec la publication du premier roman en créole *Bitako-a* (1985), de bien des ouvrages en créole et plus tard d'un premier roman en français *Le Nègre et l'Amiral* (1988), Raphaël Confiant n'a cessé de contribuer au développement et à l'ancrage d'un champ littéraire antillais francophone, inscrit dans la totalité du réel martiniquais, en conquérant ce que Liesbeth De Bleeker a appelé «un espace de parole» (voir l'Entretien publié par *The French Review* cité dans les sources recommandées). Son imaginaire s'est structuré à partir du monde révolu de l'espace de la plantation et

de la société de plantation, du temps disparu de la société d'habitation, non de la société actuelle (au contraire de Chamoiseau). Il s'ancre dans ce que l'auteur du roman *Rue des Syriens* (2012) nomme «notre diversité originelle», ce tissage martiniquais des cultures, «parce que, dans un si petit territoire, l'on évoque l'hindouisme, l'Afrique, le monde amérindien, le monde européen». Raphaël Confiant prône la force de la créolisation, enrichie de l'apport des cultures. Sa conscience militante engagée s'est développée au vu et au vécu de l'anéantissement et du changement de l'environnement martiniquais, qu'il s'agisse de sa désindustrialisation, de sa bétonisation pour le sud de l'île, de sa pollution (notamment avec le chlordécone, un pesticide très dangereux qui fut longtemps utilisé dans les bananeraies antillaises) ou de la francisation de sa culture où l'usage de la langue créole disparaît malgré bien des efforts.

Grand écrivain, initiateur du mouvement littéraire antillais de la Créolité, fin pédagogue, Raphaël Confiant aime partager sa vision du monde, axée sur «la diversité» respectueuse des cultures, «l'universalité qui reconnaît le particulier» pour reprendre ses paroles dans son entretien avec Isabelle Constant (*The French Review*, 2007). Il nous fera  
(continué à la page 9)



## National Bulletin

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## A SCHOOL YEAR AFTER HURRICANE HARVEY



After 14 years of teaching French at Kolter Elementary (Houston, TX), I felt most prepared for the 2017-2018 school year. Lesson plans were ready, my classroom was decorated and organized just as I wanted it; I was ready for my “little” students to come back. Then came Hurricane Harvey and destruction. We were told that the whole school was a total loss, and nothing could be salvaged, nothing. *Un vrai crève-cœur.*

Our school had to move to another, smaller campus; hence, there was no place for a library nor the five classrooms for teaching foreign languages. The new adjustment was for my colleagues and I to work on a cart, and being used to a fully functional classroom, this was going to be a difficult transition. Eventually, opening the new school year at the new campus and seeing the students again put things into perspective. I was not alone in the change. With the little I had, I made every teaching opportunity the best lesson. But, without all my supplies and materials, I was forced to go back to the basics.

As the foreign language team lead, I had to create a new curriculum objective for the whole school year. Due to

our new situation, I decided that this year we would work with weekly thematic units. This was helpful in two ways: it helped us to work together and share materials we could find; and, it simplified our daily routine on a cart. Little by little, things started to become more manageable. The school was able to spare one classroom for the five of us to share which became our Magnet headquarters.

I was able to recover some of what I lost thanks to people and organizations all over the world: Prairie Village Elementary School (KS), Calibre Academy (AZ), Staggs High School (IL), La Academia de Estrellas Charter School (TX), the AATF, the French Consulate in Houston, École des Loisirs, Éducation Française Greater Houston,

Scholastic Canada, private donors, friends and family members in the U.S. and abroad, and companies. In parallel, I created different fundraisers through the company DonorsChoose, all fully funded. Still the most difficult part is mourning the items lost, such as the personal ones given by my mother or relatives who live in France. I also realize, sometimes with frustration, that as I teach a specific unit, I do not have a particular resource because the item is now out of print.

In the end, this school year has been an emotional roller coaster: from setbacks to moments of joy and happiness brought by the kindness of the community at large. I appreciate every single donation and every single gesture of support. It has meant a lot to me and my students. It may not have been my easiest teaching year as I thought it would be, but, as my husband told me right after Hurricane Harvey, “You are a good teacher, you know your stuff, and you do not need to have all of this with you. You can teach! That’s all that matters.”

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# M

## ESSAGE DE LA PRÉSIDENTE

« Je ne peints pas l'estre. Je peints le passage ». J'emprunte ici Montaigne (*Les Essais*, III: 2) pour répondre à l'interrogation d'une de mes collègues de lycée, rencontrée lors d'un congrès cet hiver: qu'en est-il des élèves qui partent à l'université, quel sera leur programme et quels cours vont-il suivre ? En somme, quelle est la réalité universitaire des cours et des programmes de français de nos jours ? En fait, la question n'est pas facile. Et donc, pour reprendre Montaigne, je préfère ici proposer quelques réflexions qui s'attardent moins sur l'être et les programmes de français en eux-mêmes que sur le passage, les transitions, la constance du changement et l'importance du français dans ce contexte.

Les universités, qu'elles soient publiques ou privées, présentent des choix de curriculum qui varient grandement, et des cours qui font de même. Le corps professoral est lui-même souvent divisé, selon les diplômes, les formations, les contrats, les aléas

français après le lycée peut s'avérer très différente. Et ceci au-delà de l'apprentissage de la langue elle-même et de valeurs critiques, au-delà des buts que l'on se donne dans l'enseignement de notre discipline. Tout ceci peut même quelquefois porter un programme à s'éteindre, à perdre son dynamisme et ses étudiants, mais ce serait le sujet d'un autre article.

Ensuite, il y a certains faits que l'on ne peut pas ignorer. Les modalités de transfert de chaque étudiante ou étudiant vont varier en fonction des crédits obtenus grâce aux examens AP, IB, etc. Chaque université a des seuils différents pour ce qui concerne les équivalences. Le niveau des élèves et leur placement à différents niveaux vont varier considérablement. Leurs intérêts académiques du moment vont également primer par-dessus tout, et souvent cela veut dire, à cet âge, que ce que les parents ou les familles pensent ou ce vers quoi ils poussent va avoir de l'importance. Enfin, la réalité écono-



les encouragera dans des dialogues fondamentaux, qui élèvera leur ouverture au monde. Encouragez-les à choisir une université où ils pourront continuer à parler, apprendre, participer à des cercles de conversation, trouver une place dans un Club de Français, et utiliser leur français. Il est important d'avoir ces conversations, de répéter cette évidence. Il faut faire en sorte que la langue française s'inscrive dans l'imaginaire et le futur de vos jeunes, parce qu'il en va de l'avenir de la langue française en Amérique et dans le monde. Invitez des anciens élèves

***...dans la transition universitaire et la vie, la pratique du français, le maintien des apprentissages et la joie de la découverte des cultures francophones offrent une constante dans l'inconstance.***

budgétaires. Les professeurs offrent à leur programme une identité particulière. La culture et l'histoire donne à chaque petite université privée un profil unique. De même, chaque état peut aussi changer la face d'une université publique, comme peut le faire la démographie d'une région—on voit notamment des institutions publiques et certains programmes en danger dans certains états en ce moment. Si les programmes d'accréditation et les règles académiques imposent des standards et si des lignes générales entre certains types d'université se ressemblent, force est de constater que chaque institution est souvent unique, et chaque département de langue a un degré d'autonomie. L'intérêt ou le désir d'un département à créer une communauté fervente autour du français n'est pas toujours identique. Par conséquent, l'expérience de chaque étudiant qui va faire du

mique va jouer un grand rôle dans toute discussion liée au choix d'une université et d'une discipline académique.

Donc, dans ce contexte, que penser ou que conseiller ? J'aimerais ici rappeler le rôle crucial que jouent les enseignants de lycée dans la transition universitaire. Vous qui avez porté ces élèves, développé leur niveau de langue avec dévouement et amour, encouragé les intérêts pour les cultures francophones, et encore plus, jour après jour, sachez que nous, enseignants universitaires, vous sommes redevables d'un million de choses. Sachez aussi qu'il est important de continuer à motiver vos élèves afin qu'ils poursuivent leurs études de français et qu'ils allient à une autre discipline la pratique d'une langue étrangère qui les rendra plus compétitifs dans le monde du travail, qui leur ouvrira des portes insoupçonnées, qui

dans vos classes, à des réunions de club de français, à des réunions avec des parents. Leur expérience sera toujours une source de motivation précieuse pour les plus jeunes.

Professeurs d'université, partez à la rencontre de vos collègues des lycées et des collèges. Faites votre possible pour rencontrer ces élèves, pour les encourager à continuer leur apprentissage et la pratique de la langue française. Soutenez vos collègues des lycées. Participez aux activités de votre chapitre local AATF. Votre rôle est essentiel.

La transition du lycée à l'université n'est pas toujours facile. Elle peut même s'avérer être une épreuve très dure et pénible pour certains. Les changements d'environnement et de situation peuvent déclencher chez les jeunes gens beaucoup de stress, ainsi que de l'anxiété, de la dépression, du mal-être. Les étudiantes et les étudiants ne sont

pas toujours préparés pour le niveau de travail exigé et la quantité d'efforts demandés dans les cours universitaires. Très vite certains sont débordés et font face à des difficultés académiques. Éloignés de leurs parents, de la culture qui les a vu grandir et d'une structure qui les a soutenus, ils peuvent se sentir démunis, isolés. Ils manquent quelquefois d'intelligence pratique et d'ajustement social pour les soutenir dans leur isolation. Enfin, certains élèves ont tout juste assez d'argent pour payer leurs frais scolaires et plus rien pour vivre. Nous voyons aujourd'hui beaucoup de détresse à bien des niveaux dans le milieu universitaire. Dans le désarroi la pratique du français peut offrir un havre de paix et de compréhension de l'autre, ainsi qu'une communauté chaleureuse et compréhensive. Elle sert de constante et de transition, portant en elle la familiarité et la chaleur du monde de l'adolescence et le monde adulte académique tout en même temps.

À l'université, les élèves continuent à changer de discipline, au fil des passions fraîchement découvertes, des rencontres, des mauvaises notes ou des bonnes notes, bref, au fil de quantités de facteurs. Continuez à motiver vos élèves afin qu'ils continuent le français, qui les aidera quel que soit leur choix de discipline. Encouragez-les à poursuivre au moins une discipline mineure en français, sinon bien plus. Expliquez-leur que ne pas continuer leur apprentissage est un grand gâchis, qu'ils ont en eux la force intellectuelle et un intérêt pratique à poursuivre leurs études de français.

Je soutiens ici que, dans la transition universitaire et la vie, la pratique du français, le maintien des apprentissages et la joie de la découverte des cultures francophones offrent une constante dans l'inconstance.

Faites promettre à vos élèves de tenir haut le flambeau que vous leur avez tendu,



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## COIN PÉDAGOGIQUE: FRANCOPHONE COUNTRY PRESENTATIONS

When the new French Language Advanced Placement exam was adopted in 2011, I began using this project with my AP classes, but it could be easily modified for any level. The current emphasis in French pedagogy, as we all know, is not merely France but the French-speaking world. This project permits students to become "experts" on a Francophone country and follow it throughout the year. It also gives experience in presentational speaking. This year, I also have two students who are taking AP as an independent study, and so I videotape the student presentations on my phone so that I can share them with those students.

1. Each student in my AP class chooses one Francophone country, DOM-TOM, or province (le Québec). I don't allow more than two students per country, and I include France as a choice as well.
2. Each month, depending on our AP theme, students give a two-minute presentation for the class. They MUST coordinate with the other student who has the same country, so that they don't present on the same topic. For example, for Global Challenges, their presentation could be on the environment, political situations, pollution, homelessness, food and drinkable water, etc.
3. In addition to giving their presentation, they watch the other students' presentations. Sometimes there are topical overlaps, for example, with environmental concerns, but that is a great way to synthesize information.
4. In the beginning, I had students make a poster about their country. When Glogster and Prezi were the rage, we switched to that, then PowerPoint. Currently, I'm finding the most time-effective choice is Google Slides, which are then shared with me.
5. When the students present, they may have a notecard with them, but the goal is speaking not reading, and there is minimal writing

on the slides, just enough to highlight their points.

6. At the end of the semester, students have the option of selecting a different country or continuing to research their original country. Very few students choose to change.

Because of these presentations, I find that both the students and I can remain current. It is excellent speaking practice, provides cultural comparison opportunities, and the ability to use vocabulary in context. My expectations on the quality of each presentation go up each month as we progress through the year. I have the students give a practice presentation to a partner or small group to increase their confidence.

It's wonderful to see the variety of presentations, depending on the students' countries. For example, Science and Technology in Switzerland or France may be very sophisticated versus in an African country, where it could be as basic as providing cellphones to pregnant mothers to increase pre-natal care or working to enhance potable water supplies.

If you end up using this project with a lower level, I would love to hear how you have adapted it for your students!

I originally learned of this idea from the AP Listserv. It is not my invention; I only wish I could give credit to the teacher who initially posted this project.

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### 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)



# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

## POURQUOI ASSISTER À UN CONGRÈS DE L'AATF?

Le fait d'assister à un congrès représente un investissement personnel et professionnel.

Vous consacrez votre temps, votre énergie et bien sûr votre argent à une activité sans savoir ce qu'elle vous rapportera.

La générosité, la créativité et le dynamisme des collègues qui présentent leurs recherches et leurs astuces pour la salle de classe, cela se trouve partout dans les congrès. Mais dans un congrès de l'AATF, la majorité des interventions sont en français et toutes les sessions portent sur le français.

Et qui mieux d'un autre professeur de français peut comprendre l'isolement du professeur de français qui est seul dans son établissement ou dans sa ville? On est nombreux à avoir ressenti un certain mépris pour l'importance du français de la part des administrateurs. On a tous entendu dire que le français n'a plus d'importance ni d'utilité. Nous savons que c'est faux, mais parfois il est fatigant de mener la bataille tous les jours.

Dans les congrès de l'AATF, nous clamons haut et fort que le français est la seule langue globale avec l'anglais, parlé comme langue première ou deuxième partout dans le monde. Pendant les quatre jours du congrès, vous pourrez faire partie de la fête du français.

Plus encore quand nous

nous retrouvons en terre francophone. Nous essayons de donner aux

approfondirez vos connaissances de nouvelles méthodes, œuvres littéraires, films, chanteurs, événements historiques.

Nos partenaires, Carib Congrès, le Bureau de Promotion de la Martinique et Vámonos Tours, ont organisé des excursions et des séminaires qui vous donneront une meilleure perspective sur les particularités de la culture martiniquaise, le créole, les traditions culinaires, l'histoire parfois doulou-

reuse de l'île, et vous feront rencontrer des Martiniquais chez eux. Le lieu du congrès, La-Pointe-du-Bout, donne l'impression d'être chez l'habitant avec ses commerces, ses petits restaurants et sa liaison par ferry avec Fort-de-France.

Dans deux ans, nous retournerons au Québec, à la ville de Trois-Rivières, située à mi-chemin entre Montréal et Québec. Implantée à la confluence de la rivière Saint-Maurice et du Saint-Laurent, Trois-Rivières est une ville universitaire, un port, un lieu historique fondé en 1634 mais aussi une ville dynamique où les événements culturels se multiplient tout le long de l'année. Les Trifluviens sont très accueillants et sont francophones à plus de 96%, comme à Saguenay où nous étions en 2015.



Le Manoir Boucher-de-Niverville à Trois-Rivières (construit vers 1668)

congressistes l'occasion de participer pleinement à la culture francophone qui nous environne. Cet été en Martinique, le congrès offrira aux membres de l'AATF la possibilité de visiter une partie du monde qu'ils ne connaissent peut-être pas. Grâce au travail de vos collègues, vous découvrirez ou



La Drave

Quand j'y suis passé pour la première fois en 1993, c'était à la toute fin de la drave, le flottage de bois sur les rivières. En hiver, lorsque les lacs et rivières étaient gelés, les bûcherons empilaient le bois sur la glace. Au moment du dégel, le bois descendait les criques et rivières vers le Saint-Laurent et vers les usines de pâte à papier. Ce système de transport du bois a été interdit en 1990. En 1993, j'ai eu la chance d'observer une petite baie où quelques centaines de billots flottaient encore car le Saint-Maurice était la dernière rivière au Québec où la drave a été complètement éliminée.

Même aux États-Unis, nous profitons du lieu pour découvrir les vestiges de notre héritage francophone. Aux 17-18<sup>e</sup> siècles, le centre du pays, des Grands Lacs jusqu'au Golfe du Mexique, était parsemé de forts français aux noms de Chartres, Saint-Louis-du-Rocher, Assomption, Crève-cœur ou Kaskaskia. Il n'en reste plus beaucoup, la plupart ayant disparu et les autres reconstruits, mais leur ombre est là, dans les noms de lieux, dans les traditions locales et dans les mémoires des premiers voyageurs. Le Fort Saint-Louis-du-Rocher a été construit par Henri de Tonty, fidèle lieutenant de La Salle, sur un site qui surplombe la rivière des Illinois, connu localement comme *Starved Rock*. Quoiqu'il n'existe plus aucun vestige du fort, un comité historique a réussi à faire inclure l'histoire française dans l'évocation du lieu.

En 1976, lors du bicentenaire américain, un professeur de français, Reid Lewis, a imaginé de recréer le voyage de La Salle de Montréal au Golfe du Mexique avec un groupe de jeunes dont chacun jouait le rôle d'un des compagnons de La Salle. En 2016, pour le 40<sup>e</sup> anniversaire de l'expédition La Salle II, deux livres sont sortis (*The Last Voyageurs: Retracing LaSalle's Journey*, Lorraine Boissoneault, NY: Pegasus Books; *Hard Rivers: The Untold Saga of La Salle: Expedition II*,

Craig Howard, TX: River Grove Press). Mme Boissoneault est intervenue au congrès de Saint-Louis pour parler de son livre et du voyage incroyable, entrepris avant le GPS, les téléphones cellulaires et pendant un des hivers les plus froids de l'histoire où le Lac Michigan a gelé d'une rive à l'autre. Lorsqu'on regarde le Mississippi qui coule devant l'Arche de Saint-Louis, on ne peut s'empêcher de remarquer que, tout comme les voyageurs du 20<sup>e</sup> siècle, La Salle et bien des autres sont passés par le même chemin.

Pendant le banquet d'honneur de ce



La Montagne Pelée vue de Saint-Pierre

même congrès de Saint-Louis nous avons pu nous régaler de la musique de Dennis Stroughmatt. Dennis avait été aussi notre conférencier d'honneur à Chicago en 2012. Historien de formation, Dennis a découvert le village de Vieille Mine dans le Missouri au sud de Saint-Louis et pas loin de la ville historique de Sainte-Geneviève. Vieille Mine a été fondé au début du 18<sup>e</sup> siècle par des immigrants francophones venus du Canada pour travailler dans les

mines de plomb. Grâce à l'isolement du lieu et à l'arrivée tardive des moyens de communication et de transports, cet îlot francophone où le français a été transmis de parents aux enfants depuis des générations a survécu jusqu'au présent. Malheureusement, il ne reste que quelques personnes très âgées qui possèdent des brins de français appris tout petit. Mais Dennis les connaît. Il a appris leur langue et leur musique traditionnelle qu'il fait revivre [www.creolefiddle.com].

C'est en visitant ces lieux, en posant le pied là où les premiers explorateurs ont vécu et voyagé qu'on peut s'ouvrir au passé mais aussi à comment un pays, une ville ou une île ont évolué différemment de son voisin ou de notre pays. C'est en ouvrant les yeux sur les autres avec curiosité et sans jugement que nous pouvons apprendre à apprécier les différences culturelles.

Ces anecdotes ne constituent que quelques exemples du riche héritage français que l'AATF cherche à mettre en valeur pour ses membres. La prochaine destination c'est la Martinique, bien sûr, un paradis tropical où les gens sont accueillants, avec une riche histoire, de Christophe Colomb à l'arrivée des premiers békés, de l'esclavage jusqu'à l'avènement du grand homme littéraire et politique Aimé Césaire, de l'industrie de la canne à sucre au tourisme d'aujourd'hui, de l'éruption tragique de la Montagne Pelée en 1902 jusqu'aux développements les plus récents en volcanologie.

La Martinique vous attend. Même si vous ne pouvez pas venir nous rejoindre, pensez au prochains congrès—à Philadelphie, à Trois-Rivières... Vous ne serez pas déçus.

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## AATF CONVENTION IN MARTINIQUE - 2018

The theme of the upcoming AATF convention, which will take place from July 18-21, 2018 in La-Pointe-du-Bout, Martinique is “Créolité et environnement aux Antilles francophones.” A list of selected session titles is on page 21, and the full preliminary program can be found on the AATF website at [www.frenchteachers.org/convention/].

There are still reasonable flights to be had if you are flexible in your dates and departure points. Members are being very creative and flying via San Juan, Saint Martin, Barbados, and Saint Lucia. Check the airfares regularly because sales sometimes appear without warning. 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.

Carib Congrès will handle all hotel reservations at La-Pointe-du-Bout and airport transfers. 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.

Convention registration of \$550 includes 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, and honorary and life members will be \$400. Registration must be completed by May 15, 2018. After that date, Late Registration of \$625 will apply.

Printed programs, badges, and excur-

available, although some rates and categories may be sold out. Hotel rates range from 60 € to 260 € per person, depending on category of hotel, view, and if you are sharing a room. 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 will take care of you. Note that the single/double room rates are *à la française* with each person paying the rate.



La-Pointe-du-Bout

sion tickets will be mailed to all registrants prior to the convention so that we do not have to ship large quantities of paper.

### 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.

There are still plenty of hotel rooms

To arrange airport transfers (35 € each way) once you know your flight times, go to the Carib Congrès website [www.aatfconvention2018.com]. Note: you must reserve your hotel through them to take advantage of the airport transfers.

For more information and to connect with other attendees, join our private Facebook page (accessible only to AATF members who request to join) and Twitter feed dedicated to the Martinique conven-

tion. 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.

### 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 include guides,

meals, transportation, water bottle. See complete descriptions on the website.

**Day 1: "L'Histoire de la Martinique:"** followed by Q&A (a.m.) / **"Chez l'Habitant."** Spend a traditional late afternoon and evening with neighbors near Le François; includes dinner and transportation (p.m.)

**Day 2: "Aimé Césaire, la Négritude et la Martinique"** (a.m.) / **"Atelier Cuisine"** by Claire-Marie" (p.m.)

**Day 3: "La Culture Créole: cuisine, traditions, argot français-créole:"** (a.m.) / **"Lakou Traquil: interactive cultural experience"** (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, le Jardin de Balata et Saint-Pierre, "Ville d'Art et d'Histoire," connue pour sa destruction lors de l'éruption de la Montagne Pelée en 1902. Visite du musée de la distillerie St-James. Arrêt artisanal chez TILO. Coût: \$100 par personne.

**Half-day excursions 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. They will take place while sessions are scheduled.

**#1 Musée de la Pagerie & Maison de la Canne / #2 Poterie des Trois-Îlets et La Savane des Esclaves / #3 Habitation Clément**

## Pre-Order Form

Heurs et malheurs du système éducatif en France

**Marie-Christine Weidmann Koop, Editor**

Published by the AATF

### Table of Contents

- Introduction: l'éducation en France aujourd'hui (Koop)
- Negotiating Classroom Space in Jean-Paul Lilienfeld's Journée de la jupe (Sachs)
- Reforming Foreign Language Education in France: Can It Work? (Vermette)
- Between a Rock and a Hard Place: The Baccalauréat's Dual Function in French Education (ElAtia)
- Le droit à l'éducation: comment l'École de la République l'offre à ses élèves issus de l'immigration (Schein)
- Pédagogie Hip-Hop Trans-Amérique (Durand/Milon/Norton)
- Enseignant: profession à risques? (Spencer)
- Réforme du système éducatif sous la présidence de François Hollande: bilan et perspectives (Koop)
- Higher Education in France at the End of the Hollande Presidency (Cummins)

Regular Price: \$60 (after 5/1/18); Pre-order Price: \$45 (valid for orders placed by 5/1/18)

Last name: \_\_\_\_\_

First name: \_\_\_\_\_

Street address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Zip code: \_\_\_\_\_

Email: \_\_\_\_\_

Mail the completed form with payment to: AATF, 302 N. Granite St., Marion, IL 62959-2346.

### AATF HEADQUARTERS CONTACT INFORMATION

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

Mail sent to any other address will be significantly delayed or returned.

July 18-12, 2018  
Martinique



Watch for updates:

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

"Créolité et environnement aux Antilles francophones"



## MEMBERS' NOTES

*Félicitations, Kristina Beck*, Chicago/Northern Illinois AATF Chapter, named WGN Teacher of the Month. French teacher at Nequa Valley High School, she is a former treasurer, and *Prix du Chapitre* awardee.

Bravo to the Chair of the AATF Commission for the Promotion of French, **Justin Frieman Charles** (Wisconsin Chapter), who was named a *Chevalier dans l'Ordre des Palmes académiques*.

**Jeanne Classé** won the prestigious Marlin Harris Award for Outstanding Service to the World Languages Profession given by the Alabama World Language Association.

**Deborah Reisinger**, Duke University (NC) and Chair of the AATF Commission on French for Specific Purposes, was an Global Engagement Award winner at the 2017 ACTFL Convention. French students involved with her Culture and Languages Across the Curriculum program are paired with refugee families from Central Africa to improve students' linguistic and intercultural competencies and to help transition newly-arrived families into American life.

**Heidi Trude** (Virginia) was named SCOLT Teacher of the Year for 2018. She will compete for the National Teacher of the Year Award at next fall's ACTFL convention. *Félicitations!*

**Ann Williams** (Colorado/Wyoming) was awarded the Colorado Congress of Language Educators' (CCFLT) Ronald W. Walker Memorial Innovation Grant, which supports creative and innovative ideas in language acquisition pedagogy. She is a professor at Metropolitan State University of Denver.

**Katy Wheelock** (Northern Virginia/DC) and **Heide Trude** (Virginia) were the recipients of the Virginia Department of Education France Sister School Scholarships. They will travel to France this spring to work with French schools and to attend trainings from the French Ministry of Education in Paris and Reims.

## FLEUR DE LYS MEDAL

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



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

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

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

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

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

(continué de la page 1)

L'immense honneur de présenter la conférence d'honneur qui ouvrira notre Congrès AATF 2018 en Martinique au Théâtre Aimé Césaire à Fort-de-France, s'accordant ainsi parfaitement à notre thème «Créolité et Environnement». Son dernier ouvrage est une autobiographie imaginée, sur Frantz Fanon et son parcours de militantisme révolutionnaire consacré à la révolution algérienne: *L'Insurrection de l'âme. Frantz Fanon, vie et mort du guerrier-silex* (2017). Je vous encourage à le lire.

Prenez le temps d'explorer les grandes richesses de l'œuvre de Raphaël Confiat. Je recommande aussi les entretiens que cet intellectuel d'une grande gentillesse, ouvert aux autres et au dialogue, a bien voulu accorder à nos collègues de l'AATF. Ces entretiens présentent des thèmes qui ouvriront des discussions importantes en classe.

Catherine Daniélou  
Présidente de l'AATF  
[danielou@uab.edu]

### Raphaël Confiat – Conférencier d'honneur Congrès de 2018 – Quelques recommandations de lectures

Liesbeth De Bleeker, «Entretien avec Raphaël Confiat», *The French Review* 82.1 (October 2008) 130-40.

Isabelle Constant, «Entretien avec Raphaël Confiat», *The French Review* 81.1 (October 2007) 136-48.

Renée Gosson, «Cultural and Environmental Assimilation in Martinique. An Interview with Raphaël Confiat», in Elizabeth M. DeLoughrey, et al., *Caribbean Literature and the Environment. Between Nature and Culture*. Charlottesville, U of Virginia P, 2005. 143-53.

### Oeuvres de Raphaël Confiat

Raphaël Confiat, *Éloge de la créolité* (avec Jean Bernabé et Patrick Chamoiseau). Paris: Gallimard, 1989.

---. *Régisseur de rhum*. Paris: Écriture, 1998. ROMAN

---. *Nuée ardente*. Paris: Mercure de France, 2002. ROMAN

---. *Rue des Syriens*. Paris: Mercure de France, 2012. ROMAN

---. *Chronique d'un empoisonnement annoncé: le scandale du Chlordécone aux Antilles françaises (1972-1993)*. Paris: L'Harmattan, 2007. ESSAI

---. *Le Bataillon créole (Guerre de 1914-1918)*. Paris: Mercure de France, 2016. ROMAN

---. *L'Insurrection de l'âme. Frantz Fanon, vie et mort du guerrier-silex*. Lamentin, Martinique: Caraibéditions, 2017. ESSAI

## SPECIAL OFFER: AATF FLYER

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

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

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

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

Mail your SASE and request to AATF Flyer, 302 N. Granite St., Marion IL 62959.

## AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$75 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing in the *National Bulletin* (page 32). All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *French by the Numbers*
- 100 copies of the flyer *10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*
- \_\_\_\_\_ 10 copies of the “Help Wanted” flyer for counselors (optional at no extra cost; check if you would like to receive them)
- \_\_\_\_\_ sample copies of all other flyers
- one AATF guide (Please indicate your choice; select only one.)
 

_____ <i>Calendrier perpétuel</i>	_____ <i>La Vie des mots</i>
_____ <i>Vive le français!</i> (activities)	_____ <i>Interactive Ideas for the Classroom</i>
_____ <i>Fables de la Fontaine Manual</i>	_____ <i>Parlez-vous Poster Series</i> (6 posters)
- promotional items (Select only one.)
 

_____ 50 World Speaks French pencils	_____ AATF Notecards (2 sets of 12 cards)
_____ 25 <i>On est les meilleurs!</i> buttons	_____ 25 Forward with French pens

Total (\$75 per kit): \_\_\_\_\_

This entire kit is available for \$75 (postpaid). This represents a 40% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders. Valid through 12/31/18.

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

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

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

\_\_\_\_\_  
Telephone: \_\_\_\_\_ (H/W) E-mail: \_\_\_\_\_



# SALUT LES JEUNES!

## CLOTHING WITH A CULTURAL FLAIR: ALLONS EN MARTINIQUE!



As we prepare for our annual convention in Martinique, why not get ready by infusing Caribbean culture into your curriculum? In the elementary/beginning French curriculum, there is usually a clothing unit. After establishing the vocabulary for familiar articles of clothing worn in your classroom, take your students on a cultural adventure to the island of Martinique. A wonderful introduction to the traditional garb of Martinique can be explored in Robert D. San Souci's *Cendrillon: A Caribbean Cinderella* (1998), available through [amazon.com]. The story reflects the original Perrault Cendrillon but with a Caribbean cultural twist, told from the perspective of the godmother Nannin'. This is a perfect time to review colors as the author has chosen specific hues to illustrate emotions: *le vert* (worn by the evil stepmother) shows jealousy; *le bleu foncé* conveys the melancholy of Cendrillon after she returns home from the ball alone; *le bleu vif* is the color worn by Cendrillon when she attends the ball, depicting beauty; *le jaune* is the background color throughout the story showing happiness.

Your students will now have some ideas about traditional clothing worn in the Caribbean and some examples to share in addition to the typical shorts, shirt, skirt, and dress. Have the students design an outfit reflective of the Caribbean, adding colors to complete their design. Now, have a Caribbean themed fashion show, *un défilé de mode*, with their drawings! Students circulate in the classroom looking at and discussing the different designs. This activity multiplies the vocabulary recognition with repetition and provides student created examples to reinforce clothing choices from the Caribbean.



The culture and the language in Martinique are made up of a mixture of influences which include French, West Indian, and Creole. The official language is French, but the islanders also speak a Creole patois, a mixture of English, French, Portuguese, and Spanish along with Caribbean and African dialects. See if your older students can identify *le vocabulaire martiniquais* from this image (above) found on [pinterest.fr] (and other internet sites) for clothing of Martinique: *chemise blanche*, *gilet*, *pantalon noir*, *grande robe*, *jupon*, *collier*, *foulard*, *jupe*, *chemise*, *tête* (headdress on the next page).



*La Tête:* The headscarves of Martinique are unique, often in Madras cotton, and wrapped in specific ways. Older students will be amused at the tradition that the design of the folding indicates a woman's availability in courtship. (See [martiniqueantilles.centerblog.net/1-traditions-martiniquaises]). For example, *la tête chaudière* displaying a single thin point is for ceremonial wear, whereas two, three, or four peaks displayed indicate if a woman is married, looking, or available! This is perhaps not appropriate for younger students but might be fun for the older ones! There is a beautiful YouTube instructional demonstration to show your class how to wrap the scarf. Go to: [7 headwrap infinity scarf two sides tutorial for a lesson from a Martiniquaise].

It's totally visual—no words used—and is accompanied by local music. Elementary and middle school teachers are hyper-sensitive these days about lice, so the sharing of scarves is not recommended, but if some students could bring in scarves to use in class, it would be fun to try! The “infinity” scarf (a complete circle) is the easiest to use. The photo above is of two students at Wellwood International School (MD). Go online for color images to show your students the extraordinary vibrancy of the culture, *ET ALLONS EN MARTINIQUE!*

Karen Campbell Kuebler  
Towson University (MD)  
[kkcdanser@verizon.net]

Share with other FLES teachers for future *Salut les jeunes!* articles. Send your ideas to: [mmemiller@aol.com], 74 Tuscaloosa Avenue, Atherton, CA 94027.



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## Découvrez la Martinique!

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

## CHAPTER NEWS

### Alabama

The Alabama World Language Association (AWLA) conference took place during the first weekend of Mardi Gras, in Mobile, a city with significant French History. Our site host at the University of Mobile was assistant professor of French, Barbara Brousseau. Barbara is also our AATF chapter's dynamic vice-president.

Thomas Tugulescu, the *Attaché culturel* for educational and university cooperation, from the French Consulate in Atlanta, spoke about his diplomatic role

upcoming conference in Martinique. She then praised Barbara Brousseau for her work at the University of Mobile. Catherine noted that one person can make a tremendous difference in the success of a language program.

- The *Secrétaire-trésorière*, Samford University professor Heather West, read the procès-verbal of last year's meeting along with a financial report. Before she could deliver a report as *administratrice du Grand Concours*, a surprised



Heather West and Deanna Scheffer with Alabama teachers.

to high school and college students, teachers, and professors. Along with the Mayor of Mobile, Thomas was also a part of the opening plenary session. He addressed the assembled group regarding a variety of topics including the need for language teachers and the increasing demand by international business for multilingual employees. The Mayor of Mobile mentioned French and Canadian businesses that have invested in the city including Airbus, Bombardier, and Canfor.

The *Alliance française de Mobile* hosted a dinner for AATF members. *Un énorme merci* to the *Alliance*.

Highlights of the AATF business meeting include:

- AATF national President Catherine Daniélou spoke about the

Heather was awarded the *Prix d'Excellence*, an award for long-term service and significant contributions to the promotion of the French language;

- Deanna Scheffer, our AATF Regional Representative, and former president of the Florida AATF Chapter, facilitated discussion groups among teachers and university professors. Deanna also reached out to many of our members throughout the conference, listened patiently, and promised to stay in contact with us;

Following the business meeting, the AATF featured speaker, Natalie Schmitz, graduate student at Tulane

University, presented her research concerning the French language(s) that appear in the music and lives of musicians in Post-Katrina New Orleans. Natalie was a speaker at this past summer's AATF conference in Saint Louis. Her ready willingness to drive from New Orleans to share her research with our chapter and the content of her presentation are signs of a vibrant Francophone Gulf-coast community.

### Arizona

The chapter hosted a workshop by AATF Vice-President Brian Kennelly on using authentic materials in the classroom. The response was enthusiastic, with over 25 teachers from around the state attending.

### Connecticut

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

Upcoming webinars:

- Google Forms: Part 1—Collect data, create quizzes and track student progress Date/Time: Thursday, April 5 @ 6:00 pm (ET) / 3:00 pm (PT) / Registration Deadline: Tuesday, April 3
- Google Forms: Part 2—Use the Google Sheets add-on 'Autocrat' to create and share reports Date/Time: Thursday, May 10 @ 6:00 pm (ET) / 3:00 pm (PT) / Registration Deadline: Tuesday, May 8

### San Diego

The chapter was featured live on Channel 10 News for their charity work to help French-speaking refugees in Tijuana, Mexico.

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



## REGIONAL REPORTS

### REGION VII (SOUTH CENTRAL)

For most of us in the South-Central region, the 2017-2018 academic year probably began with a familiar sense of anxiety and exhilaration as we contemplated the work ahead: new courses, new techniques, new textbooks, new projects, new colleagues and administrators, a challenging research agenda, conference presentations, and more.

And so, the year began. At elementary, middle, and high schools from Arkansas, Kansas, Oklahoma, and Nebraska, to Louisiana and Texas, teachers welcomed back their students and congratulated again the nearly 9000 students who participated in the National French Contest in 2017. In our AATF chapters, officers were making plans to host meetings in the fall, a *bal masqué* (Central Texas), *journée d'immersion* (Kansas), or a retreat and a Francophone Festival (North Texas) in the spring.

resourceful in ordinary and extraordinary circumstances. I would like to introduce you to Claire Frazier, a 14-year teaching veteran, who teaches at Kolter Elementary School and Stacy DeVault, who has taught for 24 years and is at Kingwood High School, the intended site of the 2018 Texas French Symposium.

Claire and Stacey were among the many teachers who saw their schools destroyed and were displaced by the hurricane. They, and many others, have been teaching French in different schools where they were invited to share a space with other colleagues. They adapted to their new environment and went to work for the sake of their students. For many, the road ahead may not include a return to their home school. Claire and Stacey are looking forward to going back to their professional "home."

Claire shares what has been her experience since August. Her story attests to

for Cultural Affairs and the Creative Industries of the Consulate of France. The Northern California Chapter gave a presentation at the California Language Teachers' Association (CLTA) annual conference about the AATF and local chapters. The Hawaii Chapter also hosted a workshop on French language for teachers and graduate assistants.

#### Student activities

The San Diego Chapter organized two *Soirées Café* events for college/university students. The gathering brings college students and professors together to practice French and create new friendships. The Arizona Chapter sponsored a Poetry Competition for middle and high school students, inviting participants to submit a haiku, a *villanelle*, or another form of poetry. Prizes were awarded at all levels. Listen to the poems recited here: [www.youtube.com/watch?v=Fz3-i1M-5\_c&t=46s]. The chapter plans a prose

---

***...let's celebrate the courage and resolve of those of colleagues near and far who choose to teach French despite the challenges.***

---

Then, came Harvey on August 25, 2017, and South Texas and Louisiana braced for impact.

After the storm had passed, sheer devastation and a historic flood paralyzed the region. The hurricane had mangled homes and businesses, taken lives, ripped through churches and schools and forever changed the lives of hundreds of thousands of men, women, and children.

For French teachers in the Houston area, all dreams of a productive and normal academic year vanished in the depths of their flooded and destroyed schools in a matter of hours. And for them, the year began again with a new reality. Where would they teach? Who would replace their teaching materials? How would they rebuild their programs? How could they restore a sense of normalcy for their students and themselves?

Teachers are determined, resilient, and

her determination and courage, which mirror those who, like her, had to keep going despite the circumstances (see page 2).

So, as we prepare to close the chapter on another year, let's celebrate the courage and resolve of those of colleagues near and far who choose to teach French despite the challenges.

Respectfully submitted,

Marie Schein

Region VII Representative

[m.schein@tcu.edu]

### REGION VIII (SOUTHWEST)

#### Professional development opportunities for members

Region VIII chapters organized a variety of events in 2017. The San Diego Chapter sponsored a workshop—"Apprendre et enseigner avec TV5 Monde." They held a *Pot de fin d'année* with a short presentation from Olivier Ngo, Higher Education and French Language Attaché from the Office

competition for 2018. The Southern California Chapter sponsored a *Critique de film* contest for the local French film festival (COLCOA). A students movie award was also given. The Hawaii Chapter collaborated with the *Alliance française* of Hawaii for an Immersion Day in both fall and spring where they awarded scholarships for high school students and professional development grants for French teachers.

#### Collaboration with local organizations and community activities

The San Diego Chapter collaborated with the *Alliance française de San Diego* and the House of France by promoting each other's events. The Southern California Chapter supported the annual French poetry contest at Cal State LA (high school and college level) and worked closely with the French Consulate to promote cultural activities. The Hawaii Chapter participated in the Honolulu Museum of Art French movie festival. They supported the

*Alliance française's* annual development mailing by providing student assistance.

### National French Week activities

The San Diego Chapter promoted the week by adding teacher-submitted pictures of events to the AATF-San Diego Facebook page: [www.facebook.com/aatfsandiego/].

### Grand Concours

The Nevada Chapter distributed medals, certificates and cash prizes of \$30, \$20, and \$15 for state level winners. The Southern California Chapter encouraged teachers to administer the *Grand Concours* and held a ceremony to celebrate medalists. The Hawaii Chapter provided gift cards for gold and silver medalists, distributed to their teachers at their annual May meeting. They also helped defray the cost of the exam if teachers did not have adequate funding.

Respectfully submitted,  
Susie Hennessy  
Region VIII Representative  
[mmehennessy@gmail.com]

## REGION IX (NORTHWEST)

### Connections and contacts

Email has been one medium that I have used to connect with members or potential members in Idaho, Montana, North Dakota, South Dakota, and Oregon, but with a low success rate. However, the "French Teachers in the US" Facebook page has been a strong platform to find teachers in these under-represented states. Additionally, I have attended several conferences in Oregon, Alaska, and Nashville where I met teachers from our region. It is my continued plan to connect via phone calls, social media, and in-person visits to create the strongest connections.

The *Canard déchaîné* chapter newsletter, edited by John Robin (JR) Allen, continues to reach many readers across the chapter and the U.S.

Oregon: Two teachers have indicated interest in reviving the chapter. Any interested teachers should connect with Regional Representative, Catherine Ousselin.

### Collaboration with local organizations

AATF board members and members

of the Washington/Alaska Chapter offered several sessions in both English and French at the fall conference of the Washington Association of Foreign Language Teachers (WAFLT) conference. Current Chapter President Sandrine Collomb and Past-President, Mary Anne O'Neil presented on tips and strategies for the AP exam, and Jack Iverson of Whitman College shared ideas and strategies for using animated French-language shorts.

The Colorado/Wyoming Chapter offered three presentations about the AATF at the Colorado Congress of Foreign Language Teachers (CCFLT) spring conference, and the chapter sponsored a CCFLT registration for a new teacher. Several AATF members presented sessions as well, and there was a French strand throughout the conference.

### Professional Development opportunities for teachers

Catherine Ousselin offered a free "ACTFL 6 Core Practices" workshop in French at Washington State University in Spokane and Seattle.

Colorado/Wyoming Chapter President Megan Diercks organized a Technology and ACTFL 6 Core Practices workshop led by Catherine Ousselin at the Colorado School of Mines. This well-attended and well-received workshop was the first for the chapter in several years.

### Student Activities

Tina Irish (Washington/Alaska Chapter), continues to host successful "French Camps" for teachers and students in Southern Washington State University.

The Colorado/Wyoming Chapter held a Francophone trivia contest via Kahoot! and invited Montana French teachers to participate as well. About 25 teachers offered this opportunity to their students. At the end of the tournament, the state winners from competed against each other, with a student from Colorado winning. Both the state winners received a cash prize, and the teacher of the overall winning student received a voucher for ten free *Grand Concours* registrations. The chapter also partnered with the *Alliance*

*française de Denver* and the local NHL team, the Colorado Avalanche, to offer a "French Night" when they played the Montreal Canadiens. There was a Q&A session with a French-speaking member of the Avalanche organization, and all French students received a souvenir puck. The chapter-wide "Manie Musicale," organized by Vice-President Julenne Moore took place in March and in April, a "Déjeuner en Blanc" with guest speaker Eve Bodeux, author of *Maintaining Your Second Language*, is planned.

Respectfully submitted  
Catherine Ousselin  
Region IX Representative  
[catherineku72@gmail.com]

## MIDDLE SCHOOL HONOR SOCIETY

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

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.

## 2018 NATIONAL FRENCH WEEK CONTESTS

The theme for both contests in 2017 is “*Mon Français, Mon Avenir / My French, My Future.*”

### ESSAY CONTEST

**Deadline:** November 15, 2018.

**Submit:** All essays must be submitted online at [<https://goo.gl/forms/jixWrVQxyoeIjODu1>].

**Guidelines:** Each entry must be the original work of a current French student whose teacher is an AATF member for 2018. No group entries. There is a limit of five entries per school. Essays must be written in English. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, email address, and AATF chapter name must be written at the beginning of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

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

and third place winners of each division will receive prizes to be announced.

### VIDEO/ANIMATION CONTEST

**Deadline:** Received by November 15, 2018.

**Rationale:** The AATF Executive Council decided that teachers at the middle school and high school would appreciate an activity that students could work on during National French Week (November 1-7, 2018). Since many students create their own videos and blogs, the Council thought that this contest would bring in students and teachers who are interested in technology.

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

usage, please contact Catherine Ousselin at [[catherineku72@gmail.com](mailto:catherineku72@gmail.com)]. For ideas on past submissions, visit the National French Week blog site at [<http://nfwposter.blogspot.com/>].

**Guidelines:** The video/animation must relate to the contest theme. Minimum length 30 seconds. Maximum length: 2 minutes. No copyrighted figures (ie. Snoopy, Astérix) accepted. Videos with references to alcohol, drugs, or violence will not be accepted. Each entry must be the original work of a current French student or group of students whose teacher is an AATF member for 2018. There is a limit of five entries per school. The video/animation must include the names of the school, French teacher, and students who contributed to the project.

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

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



## Excellence in French Award

Recognize outstanding students at any level!

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

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

For more information and complete eligibility requirements:

[www.frenchteachers.org/hq/awards.htm](http://www.frenchteachers.org/hq/awards.htm) or [sra@frenchteachers.org](mailto:sra@frenchteachers.org)  
(Basic award: \$25 / Award + medal: \$35)





## 2017 NATIONAL FRENCH WEEK ESSAY CONTEST WINNER—UNIVERSITY CATEGORY

At first glance, the words “global language” usually suggest the English language. But French is just as global of [sic] a language; in fact, so prevalent is this Romance language that, in many ways, it blends in to daily life on an international level, right under the noses of French-speakers and non-speakers alike. Starting from the source, the French speak French, as do Franco-phone countries like Canada, Morocco, Algeria, and Belgium, among others. As a result of French imperialism, even countries in eastern Asia, especially Vietnam, use the language as well. In fact, the French language ranks eighth in the number of speakers globally.

The popularity of the language makes it valuable in connecting people around the world. As one of the most common spoken and written languages, French enables communication between its speakers and allows them to grow closer together through sharing experiences. On the internet, the largest medium for socialization, French is

the second most used language on the internet. The language has a place in international business, politics, and industry. It is even the standard language for the International Olympic Committee and FIFA.

Other languages employ aspects of French language. Haitian Creole, for example, derives from a combination of languages, French included. Portuguese, of Latin descent, has a lot in common with French, as a fellow Romance language. Many English terms trace back to French origins, as well as place names. Even the culture [sic] of places, like Baton Rouge in Louisiana, have been inspired by the French language and people.

In the United States, French is subtly omnipresent. It hides on warning labels, shampoo bottles, and in fine print, among other places. Some art even features the language and culture associated with it. Along with Spanish, French is one of the most commonly

learned languages in the school system.

Historically, French has a great international significance. From the 17<sup>th</sup> century to the mid-twentieth century, it also served as a primary diplomatic language in Europe and the U.S. Its role as lingua franca allowed it spread and grow in usage. During the period of fur trade prominence in the U.S., the French had a great deal of business involvement, and as such used and spread the language.

Clearly, French is more than just the language spoken in France. It is everywhere, and it is connecting people from the ends of the earth and everywhere in between, through the internet, through culture, and through old-fashioned human interaction. French is, in fact, a global language, bringing people together and spreading knowledge across the globe.

Madison Garrett  
Student of Laura Dennis  
University of the Cumberlands (KY)



### NATIONAL FRENCH WEEK PROMOTIONAL ITEMS PLAN NOW FOR NOVEMBER!

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



	Quantity	Total
Bumper Stickers: Forward with French [50 cents each or 10 for \$4]	_____	_____
Pencils: La Semaine du Français: du 8 au 14 novembre [4 for \$1]	_____	_____
Buttons: On est les meilleurs! [65 cents each or 10 for \$6]	_____	_____
Balloons: National French Week: La Semaine du Français [10 for \$1]	_____	_____
**SPECIAL: Order 25 of each item (100 items total) for \$35 (14% savings)	_____	_____
Extra Posters (\$2 each or 5 for \$8)	_____	_____
T-shirts (blue with white logo design)	_____ T-shirts x \$13 _____ M _____ L _____ XL _____	
	_____ T-shirts x \$14 _____ XXL _____	
Total enclosed for promotional items.		_____

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

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

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

Send this form with payment to AATF, 302 N. Granite St., Marion, IL 62959-2346. Photos of all items are available on the National French Week Web site: [www.frenchteachers.org/nfw]. All materials can be ordered through our on-line store. Direct questions to [aاتف@frenchteachers.org].

## FUN NATIONAL FRENCH WEEK ACTIVITIES AT MIDDLETOWN HIGH SCHOOL NORTH

This year, as part of an ever-growing desire to increase French enrollment in our district, I decided to participate in my first National French Week. Due to our break falling the first week of November, our *Semaine du Français* was held November 13-17. With support from the school and my great French students, I'd pronounce this year's French Week a success at Middletown North!

Our goal was for our high school students to walk through the halls surrounded by French and the Francophone world. Before the week started, the students in our graphic design classes created some amazing posters that we put all over the school. Then we began to decorate the hallway with all things French.

Here are a few of the decorations we had:

- A bulletin board, titled "Parlez-vous français" with all the French expressions and words we use in English.
- A "Pourquoi Français?" wall where students were asked to write, in English, why they love French and why they chose to study it. There were many different replies, from "because my grandmother speaks French" to "because I'm a ballet dancer" to "because I love the *crêpes*." Many students also expressed an interest in visiting France one day. I chose to have students write this in English so that other students walking in the halls could read the many reasons why studying French is useful.
- A "We Speak French!" wall, designed to celebrate this year's theme of "Le Français—Langue Globale." My students researched a Francophone country and created its flag out of construction paper. We hung up a map of the world and placed the flags all around with a string connecting the flag and the country's location on the map.
- A "lock bridge/*Pont des Arts*" where students wrote short mes-

sages to friends or inspirational quotes.

- We also organized a number of events in honor of National French Week:
- We played French music over the PA every morning and made an announcement with a different "Did you know...?" question each day (ie, "Did you know French is the only language, apart from English, spoken on all continents?").
- We hosted a weeklong Goosechase competition. This was a digital scavenger hunt where teams of students competed to complete tasks related to French outside of our classroom. Sample tasks were: "find something written in French in another classroom," "ask a non-French teacher to say something in French," "teach a family member French," "sing a song in French," etc
- We held an after-school cheese tasting hosted by a local cheese shop. Students and staff learned about and sampled five different cheeses from all over France.
- Finally, we hosted a French trivia contest for the whole school. All classes were given a set of trivia questions. The first classroom to send me an email with the correct answers won a *crêpe* party, hosted by the *Société Honoraire de Français*. This was quite a success, as there were students in the winning classroom who had never had a *crêpe* in their life.

My students were very excited about celebrating *la Semaine du Français* this year and are already talking about ideas for next year. They loved competing in the Goosechase, and even other teachers said how glad they were to compete in the trivia contest. Hopefully next year, with a little more planning, we can increase involvement in French Week and encourage more students to study French.

Diane Jones  
Middletown High School North (NJ)  
[jonesd@middletownk12.org]

## ACADEMIC CREDIT FOR THE 2018 CONVENTION

The AATF is pleased to offer 2018 Martinique Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in Saint Louis. The cost for one hour of graduate credit is \$175. (This fee covers only the cost of credit; participants must still register for the convention.) Participants must preregister so that paperwork can be completed before the convention.

### PRELIMINARY SYLLABUS

- Participants should register for and attend the entire conference beginning Wednesday, July 18 at 9 a.m. and concluding on Saturday, July 21 at 3 p.m.
- Participants must log a min. of 15 hrs of attendance at sessions.

During the convention:

- Participants will attend the opening session on Wednesday, July 18.
- Participants may select from one of the following strands and attend related sessions scheduled throughout the convention or they may create their own theme-based plan (French and Francophone Cultures, the French Caribbean, Literature and Teaching Literature, Language Learning, Teaching Techniques, Language Policy and Promotion).

After the convention:

- Each participant will present a written summary of the conference which includes the following: (1) A summary and critique of each session attended; (2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work; and (3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by September 15, 2018.

If you are interested in receiving one hour of graduate credit, please register using the registration form online or at [www.frenchteachers.org/convention]. The instructor for this course will be Brian Kennelly formerly of Webster University [bkennell@calpoly.edu].

## STUDENTS TRAVEL AROUND THE WORLD AT INTERNATIONAL DAY!



Ever wondered what it might be like to travel to France, Spain, or any other Franco- or Hispanophone nations? Students throughout lower and middle school at Seacrest Country Day School enjoyed the opportunity to experience the life, culture, food, fashion, and language of these countries at International Day!

I started this special event last year to introduce and explain the different aspects of Francophone cultures to the lower school students with the help of our *Société Honoraire de Français* upper-school students. This year I decided to include the collaboration of the Spanish Honor Society, and Seacrest's French and Spanish teachers on this engaging event which expanded upon last year's "Day in Francophonie" celebration. Foreign language students created miniature countries in our garden area and invited younger students to come and explore, moving from booth to booth.



The French and some Spanish students (Grades 6-12) spent three weeks researching a certain aspect of the country they chose to present, making their own posters (ex: recipe of *poutine*, facts about the Eiffel Tower, photos of Peru...), building different booths, cooking foods, finding authentic music, or developing activities. This year, the countries presented were France, Canada, Peru, and Mexico. Students also created shows and games

(BINGO with animal names and "pin the tail on the llama"), told stories from these cultures, and supplied face painting, tattoos with images of French and Mexican monuments, and souvenirs such as pens, stickers, and keychains.

Sylvie Lucki  
Seacrest Country Day (FL)  
[slucki@seacrest.org]

## AATF MEMBERSHIP DRIVE

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

### How It Works

We are offering a special pay-two-get-one-free incentive to current members to recruit new members. If the current member can get two new members to join, 2018 membership will be free. The requirements are:

- the two new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- the current member's pre-printed renewal invoice should, if possible, accompany the two new forms;
- if the current member has already paid 2018 dues, the free membership will be applied to the next year; no refunds will be made.

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

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

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



## A SAMPLING OF THE MANY SESSIONS OFFERED IN MARTINIQUE

The following titles provide a representative sampling of the sessions that will be offered at the 91<sup>st</sup> AATF Convention in Martinique. In addition, there will be numerous exhibitor and commission sessions, sessions on the *Grand Concours* and *Société Honoraire de Français*, as well as guest sessions by local speakers. Please note that many of the sessions fit in multiple categories.

All information on registration and excursions is now posted on the AATF Web site at [www.frenchteachers.org/convention]. The complete preliminary program is now posted on the Web site as well so be sure and check the full titles and descriptions of these sessions. *À bientôt en Martinique!*

### Promotion et défense du français

- S118: Programme de français interdisciplinaire à WSU
- S123: Strategies for Sustaining Student Engagement in French on a Small Campus
- S221: Working Group on Language Learning of the AAAS
- S241: Identifying New Career Paths for French Majors
- S246: Address the French Teacher Shortage
- S316: Immigration and Changing Demographics Strengthen French Programs
- S327: Don't Leave Your French in the Classroom
- S328: Le Français, vecteur de modernité

### Cinéma

- S121: L'Ambivalence linguistique et culturelle aux Antilles dans les films, *Le Bonheur d'Elza* et *Barricades*
- S251: Education in the *Banlieues*: Three Recent French Films

### Martinique et les Antilles

- S101: Mise en scène créole
- S108: Race & Identity in the Guadeloupian Poetry of Tirolien
- S108: The Immigrant Experience in the French Antilles
- S128: Aimé Césaire et l'Afrique paradoxale
- S142: Les Indiens de Martinique et la créolité
- S151: Enseigner les Antilles francophones aux lycéens
- S158: Enseigner le français avec le théâtre de la Martinique
- S202: Séjour linguistique en Martinique
- S218: Questions of Identity in Glissant's *Monsieur Toussaint*
- S228: La Martinique: Que scay-je?
- S231: Enseigner la Caraïbe: Simulation globale du poto-mitan
- S232: "Mère Martinique:" Autour de Suzanne Césaire
- S234: Les Traces de l'esclavage en Martinique
- S304: Using Folktales to Teach the Effects of Slavery on the Peoples of the French Caribbean
- S315: *Guadalupe, Guadeloupe, and Gwada*: All the Same, Yet All Different
- S325: Writing Animals as a Way of Becoming in Chamoiseau's *Les Neuf Consicences du Malfini*
- S325: Comment Chamoiseau enseigne les sortes de créole à travers les personnages de son roman *Solibo Magnifique*
- S332: Écritures de l'engagement et de l'émancipation
- S334: French and Caribbean Identity in Saint-John Perse
- S337: Germain Casse, Gouverneur de la Martinique 1889

### Francophonie

- S106: Intégrons les ressources sur l'Afrique francophone
- S111: Alfred Dreyfus à l'Île du Diable

- S134: Teaching With Calixthe Beyala's *Comment cuisiner son mari à l'africaine*
- S143: The *bande dessinée* as a Vehicle for Teaching Cultural Diversity in the Francophone World
- S215: Cross-Cultural Comedy in Francophone Studies
- S258: La Mémoire en pixels chez Rithy Panh
- S302: Experiential Learning—the Senegal Project
- S305: Le Languedoc enseigné avec des interviews
- S307: Créolité avant la lettre et problèmes écologiques dans *Gouverneurs de la rosée* de Jacques Roumain
- S318: Comment la Francophonie et le contexte numérique ont changé la face du français
- S356: L'Organisation Internationale de la Francophonie

### Francophonie américaine

- S237: Enjoy a Cajun Tale, Some Cajun Dancing

### Techniques d'enseignement

- S104: Enhancing a Conversation Class Through Student-Led Discussion and Current Events
- S107: Increasing Breadth and Depth of Vocabulary Through Pair/Group Work
- S122: Engager les élèves avec les activités interactives
- S127: A Measured Approach to l'imparfait
- S144: Switch to a Skills-Based Classroom
- S153: La Magie des infographies, l'utilité des *bandes dessinées*
- S156: Reaching Each Student Through Learning Stations
- S206: Maximiser l'efficacité de l'enseignement de la grammaire avec un PowerPoint interactif
- S204: Why Don't They Do Their Homework Anymore?
- S207: Using Art to Develop Engaged Global Citizens
- S214: Faciliter la curiosité des étudiants avec StoryMap
- S217: Pas de manuel? Pas de tests? Pas de problème
- S224: Let's play games!
- S226: Enseigner les prépositions
- S227: Spicing Up the Food Unit: Compelling Questions
- S235: Oral History: Taking French (in)to the Community
- S242: The French Traveler: The Road Taken
- S255: Teaching French Translation for University Students
- S256: Task-Based Learning
- S257: Un Voyage extraordinaire en voilier: projet imaginatif
- S308: Communiquons!
- S312: Communicate Using Games
- S321: L'Exploitation pédagogique des bandes dessinées sans paroles et des courts métrages muets
- S323: A Toolkit for Nuts-and-Bolts French
- S326: Les Six Pratiques fondamentales d'ACTFL et des activités communicatives pour tous les niveaux
- S333: Scaffolding for Successful Conversations
- S338: Local Engagement for Global Citizens
- S342: Empower Your Students to Avoid Faulty Tools
- S345: Increasing Interpersonal Communication
- S352: Low-Tech Ways to Engage Student Learning
- S355: Fostering Meaningful Discussion at Every Level
- S357: Give Your Students a BREAK from Technology

### Culture et histoire

- S114: La Démographie, la natalité et l'importance des enfants

- S116: La Médecine en France et le français de la médecine  
 S124: Cultural, Countercultural, and Subculture in the French Classroom  
 S131: Haitian Zombies through an Anthropologist's Eye  
 S132: The Yé-Yé Girls: Unlikely Pioneers of Feminism  
 S136: L'Hospitalité: produits et pratiques culturels  
 S152: Perspectives comparées d'une professeure martiniquaise sur les défis de l'enseignement du français aux USA  
 S152: Teaching across Institutions  
 S208: Comprendre la France d'outre-mer  
 S212: Building a Thematic Unit on European Politics  
 S216: Assessing Diversity in French Advertising  
 S236: Découverte de la gastronomie française avec Astérix  
 S238: Multiculturalism in French Culture  
 S245: Mai '68: cinquante ans après  
 S331: Enseigner l'histoire et les idéologies coloniales françaises et belges avec *Tintin au Congo*  
 S346: Developing Intercultural Competence

### Évaluation

- S105: AP French Language and Culture  
 S125: De nouvelles techniques pour dominer l'AP  
 S146: Rubrics 101: Why and How to Create and Use Them  
 S205: Le Rap conscient: An IPA  
 S306: Proficiency Testing in French  
 S317: Oral Component for Semester Exams

### Musique

- S248: Teaching French Poetry through Music

- S301: Musique mercredi  
 S311: Socio-Culturalism and Stromae  
 S341: Intégrer la musique de Brice Kapel  
 S343: Allons danser tout le monde!  
 S351: Writing Songs: A Playful Way to Learn French

### Linguistique

- S137: Franco-American Language Maintenance  
 S336: The Problem of Grammar Terminology in the French Language Textbook  
 S344: Apprentissage de la prononciation du français

### Technologie

- S138: Principles for Teaching French in the Digital World

### Littérature

- S112: Combatting Amnesia in the Works of Marie-Cécile Agnant and Jan J. Dominique  
 S117: Body Shaming in *Une Forme de vie*  
 S126: La Représentation du colonisé à la fin des Lumières  
 S126: Analyse d'*Ourika* et de *l'Homme qui m'offrait le ciel*  
 S128: Césaire's *Tragédie du Roi Christophe*  
 S211: Chemins d'école dans quelques écrits antillais  
 S254: Animal and Human(imal) Connections in *La Baleine dans tous ses états* by François Garde  
 S314: *L'Étranger* de Camus  
 S322: Migration, Diversity, Inclusion, and Health in the Novels of Gisèle Pineau  
 S324: Le Manifeste littéraire de langue française

### French for Specific Purposes

- S147: Designing Business French Courses  
 S157: Getting Down to Business



## OUTSTANDING SENIOR IN FRENCH AWARD

Recognize outstanding students!

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

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



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

For more information and complete eligibility requirements:

[[www.frenchteachers.org/hq/outstandingsenior.htm](http://www.frenchteachers.org/hq/outstandingsenior.htm)] or [[sra@frenchteachers.org](mailto:sra@frenchteachers.org)]  
 (Basic award: \$25 / Award + medal: \$35). There is no deadline.

## CLASSROOM ACTIVITY

### “MAKE A PLAY” USING THE *PASSÉ COMPOSÉ* AND *IMPARFAIT*

Teaching the use of the *passé composé* versus the *imparfait* is always a challenge. The traditional way of teaching it just never seemed to work for me. I taught all the rules governing the use of the *passé composé* and all the rules governing the use of the *imparfait*. Then I would give fill-in-the-blank activities where the student needed to choose the correct tense. I tried writing a story, but students still struggled with choosing the correct tense. I would spend weeks and weeks covering this topic, and still students would receive dismal scores on the exam. Clearly, I needed a new way of doing things.

Through reflection, I realized my students always asked me, “Madame, how do YOU know when to use the *passé composé* or the *imparfait*?” Great question—how do I know? Answer—I know which tense to choose because I know the context of what I’m trying to say. An “ah ha!” moment. The students were always struggling because I was making them choose a tense based on MY context. So, I should let the students make their own contexts in which to practice the past tense choice.

This led me to design my “Make a play” activity. The idea is to have students write, act out, and narrate a play using the *passé composé* and the *imparfait*. I wanted the students to learn while writing their own plays but also “teach” while presenting their plays to the class. Here is the activity and student directions:

Make a play:

- You will work in groups of 3-4.
- You are going to present a play to the class, but it will be a little different than other plays you have seen. Here, we will present the play, but we will also have a narrator describing the setting, the actions, and the feeling the actors are experiencing.
- First, choose a setting for your play. (Examples: a beach, a Parisian café, a dude ranch, the moon—be cre-

ative and have fun). Using butcher paper, draw your setting with as much detail as possible.

- Decide the “action” of your play. What do you want to happen? Who are the characters? What are the results of the actions?
- How do the actions affect the characters? How do they feel?
- Begin writing the script. Make sure to add all descriptions and emotions.
- Write all of the verbs you will use during your play on cards large enough for the class to read.
- When you present your play, one student will be the narrator, or you can take turns being the narrator. The narrator will hold up the appropriate verb cards as he/she speaks. The actors will also hold up the verb cards as they speak their lines.
- Students should wear costumes, bring props, etc, to make the play interesting for the audience.
- This is what it will look like:

Narrator: “C’était l’après-midi en été. Le soleil brillait. Les enfants jouaient au volley sur la plage. (The underlined verbs are on cards that the narrator is showing while speaking. The audience is seeing the setting, hearing about the setting (description-*imparfait*), and seeing the verbs in the appropriate tense at the same time). Soudain, Marc a lancé le ballon à Monique.” (The actor “Marc” throws the ball at the actress “Monique.” Students are seeing the completed action, are hearing it and seeing the verb in the *passé composé*)

Monique: “Aïe ! Tu m’as frappée avec le ballon !” (Monique is holding up the card with the verb while she says her line).

Narrator: “Monique était très fâchée avec Marc...etc.....”

This activity was a huge hit with my students. They were very creative and made some amazingly funny stories. They truly grasped the idea of when to use the proper past tense. While they were working on the plays I could hear them discussing the tenses: “That’s Monique’s emotion so it has to be in the *imparfait*.” “That’s a series of completed actions so we use the *passé composé*.” The tenses seemed to be chosen more naturally because it was their context, not mine. The audience also benefitted from watching the plays. We reviewed each play afterwards, discussing things like what happened, what the characters were feeling, etc.

For the final exam, students wrote their own short stories, and they were the best scores I have ever gotten on a *passé composé* vs. *imparfait* exam. As I watched my students over the next few months, I saw that their writing and speaking in the past was more accurate. This activity really internalized past tense usage, and as an added bonus, it was a very fun activity for everyone involved.

Kelly Blake Karstrand  
Alan B. Shepard High School (IL)  
[karstrandk@d218.net]

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

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



# AATF OUTSTANDING SENIOR/EXCELLENCE IN FRENCH AWARD APPLICATION FORM

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

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

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

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

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

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

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

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

Name of Administrator to Whom Letter Should be Sent

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

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

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

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

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

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

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

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

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

Other \_\_\_\_\_

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

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

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

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

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

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

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

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

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

## GOOGLE VOICE IN THE FRENCH CLASSROOM

Individual speaking assessments can be a challenge, due to unfortunate time constraints in schedules and necessary curriculum. The traditional way, to sit in the hallway one-to-one while other students are completing something else, takes too long, I've found. Please don't misunderstand, for conversations with me, I still do this, especially for state assessment review practice, etc.

For my upper levels, I have them present "les Nouvelles." Each week each student had to do a 1-2 minute presentation to the entire class on a news story or headline that is happening in the French-speaking world. Students are provided with rubrics and guidelines and allowed a teacher-approved notecard with facts, key figures, names, and locations, but no sentences. I allow the students to choose the day each week they wanted to present, to teach them responsibility and organization skills. Initially I tried to assign presentation days, but I lost track of who was to present when. I also require students to cite their source in their presentation, ex: "J'ai lu un article dans le *New York Times* ou j'ai entendu les nouvelles sur 1010 Wins ou NPR." This promotes credible, authentic research. Differentiation is easy here, higher achieving students will use French resources, whereas lower-level students will use English resources, although I always tell students this is harder because the French news has the words they will need to share. The presentations are entertaining and interesting. I have modified the assessment with each class. Some classes have the ability to ask each other questions about news items shared. This began as an impromptu activity when I saw students not paying attention during presentations. In other classes, the news item shared can turn into a whole-class discussion on the topic, explaining it to other students. Though I do revel in impromptu full period French discussions, there is still curriculum that needs to be covered.

As class sizes increased over the years, this activity took too long. I did not want to eliminate this assessment for many reasons. I felt it was important

for students to understand the world around them, to do research, and to share something they are interested in. I tried to compromise and assign two per quarter, but again I was quickly losing control of this assignment, and I was not ready to give in. I turned to Google Voice.

Google Voice is an application that serves the same purpose as a mobile calling device. Google Voice, like all Google apps is a free program, which I have found to be very useful in the high school French class.

Setting up Google Voice is very user friendly. You need to use a real phone number so that Google can provide you with another number, for which you have the option of choosing your area code. Students are immediately engaged when you give them a phone number with the same area code as theirs or their school district. Under settings, you can prohibit access to your actual cell phone, as I have done. I have also turned off the transcription of messages (it does not work for foreign languages), the ringer feature, and set-up notifications to be sent via email. When establishing your settings for using Google Voice, you must reflect on its purpose in your classroom and curriculum.

I understand that Google Voice is artificial because

it is not a communicative conversation, but this resource works for me as an additional speaking assessment. I also understand that students can write their messages as a script and read it (artificial speaking) because they are using other language-learning skills of reading and writing. However, I don't forbid doing that, I actually encourage it. If students write the correct grammar and read it during a message, hopefully it will stick for other assessments later on, and they know the grammar well enough to use it.

When I first began to assign this assessment, I learned a few key things. Students must state their name at the beginning of the message. If they do not, you have the option of sending them a text message from a computer, asking who it is. I tell students that if they don't state their name they will not receive credit. Students also needed to adjust to the assessment. Some



L. to R. AATF President Catherine Daniélou, Karl Cogard, Attaché de coopération éducative à l'Ambassade de France, Secrétaire générale Jayne Abrate à la réunion annuelle de JNCL/NCLIS à Washington, février 2018.

students who make a mistake tell me halfway through the message and leave me another.

After a successful speaking assessment, I was determined to use this great discovery in other classes.

Google Voice gives you the option of downloading and saving messages, which I have done for flawless student messages. I have used these as examples. In cases of my native speakers, I have even used their messages as teaching tools for listening activities for other classes.

Please see the AATF Wiki [frenchteachingresources.wikispaces.com] for the rubric and assignment I use for *Les Nouvelles*.

Feel free to contact me with questions, comments, concerns, or feedback. My Google Voice number is (914) 246-0163; just remember you must state your name!

Ariadne Livaditis

Pelham Memorial High School (NY)  
[alivaditis@pelhamschools.org]

## FRENCH REVIEW NOW AVAILABLE ONLINE

The AATF is pleased to announce that *French Review* Vols. 1-87 (1927-2014) are now available in the J-STOR Archive of scholarly journals as part of J-STOR's Language and Literature Collection. The Collection was developed in conjunction with the Modern Language Association to reflect the worldwide diversity in the field of language and literature studies.

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

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

## 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.

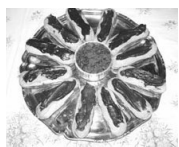
For JAF inductees, we now have pencils available. A JAF T-shirt and a new SHF T-shirt are in the works.

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

## SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

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

## AATF COOKBOOK: CUISINER ET APPRENDRE LE FRANÇAIS



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

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



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

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

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

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



## REFLECTIONS FROM FUTURE LEADERS

This summer I had the opportunity to represent the Kansas Chapter as both a Future Leader and Delegate at the AATF convention in Saint Louis, MO. This experience brought new energy and ideas to my teaching, the opportunity to network with colleagues from all over the U.S., and—perhaps most importantly—it showed me the value of belonging to this professional organization.

If you are ready to become more involved in the AATF, I highly recommend applying for the Leadership Fellows program. This is a program for people who are interested in taking on leadership roles at either the local chapter or national level. It was held two days before the AATF convention and consisted of an intensive training session—led by Janel Lafond-Paquin—on the inner workings of our association. As part of this program, I had the opportunity to get to know ten other AATF members from around the country—people like me who want to help keep our organization remain strong and relevant for French teachers everywhere.

During our time together, we met with members of our national Executive Council to learn what their roles are in the organization. We also discussed our chapter constitutions, exchanged ideas on how to grow membership, learned about the incredible programs and resources made available by the AATF, and found some time for fun, too! At the conclusion of our time together we were all challenged to come up with a passion project to focus on within our AATF chapters.

I left Saint Louis not only feeling that the program was time well spent but also much more aware of how I can get involved with the AATF. From the various commissions to the *Société Honoraire de Français* to managing the countless pedagogical materials available online—there are many opportunities for leadership. After having completed the Future Leaders program, I feel that I am more knowledgeable about our organization and better prepared to serve on the executive council of my local chapter. I hope to take my

new ideas and experiences back to my chapter and use them to help increase membership, as well as provide more professional enrichment for current chapter members.

If you are interested in learning more about my experience as a Future Leader at the AATF convention, please contact me. I would love to share more and answer any questions you may have.

Katrina Carey  
Olathe East High School (KS)  
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I very nearly missed my chance to participate in the 2017 Future Leaders program. After spending the better part of a July Thursday in the airport, shuffling from gate to gate as weather-related delays compounded travel woes, I learned from a very apologetic Delta representative that the very earliest she could get me to Saint Louis would be Saturday afternoon. Instead of arriving nearly 48 hours late and missing all but the final meeting of this intensive two-day experience, I opted for plan B—a 13-hour overnight road trip that got me to Saint Louis minutes before the opening session of the 2017 Future Leaders workshop.

The Future Leaders program offers French teachers a behind-the-scenes introduction to the AATF's national organization and local chapters via informational presentations, attendance at business meetings, and group discussions on topics ranging from *Grand Concours* administration to member recruitment and retention, to planning and implementing dynamic school-based, local and regional programming. Additional opportunities to chat informally with Regional Representatives and other members of the Executive Council throughout the convention allowed us to ask questions and to see what is involved in making the AATF run, both during the convention and year-round. The schedule is intense, but thanks to Janel Lafond-Paquin's diligent organization and endless enthusiasm, the ten "future leaders" of the 2017 cohort spent a rewarding

two days learning with and from each other.

Though the information presented during the program was invaluable, it was this opportunity to work closely with a group of French teachers representing a diverse cross-section of K-12 and higher education settings from across the country that was perhaps the most rewarding part of the Future Leaders experience for me. I was continually inspired by the innovation, creativity, and enthusiasm that my colleagues bring to their teaching of and advocacy for French.

I have been a member for nearly 15 years and have taken advantage of the variety of professional opportunities the AATF offers—from workshops offered by our local chapter on aspects of Francophone culture and pedagogy to the annual convention, and even a summer professional development funding. The Future Leaders program is an excellent way to learn more about the organization that makes these opportunities possible, to explore ways of getting involved, and to forge new professional connections and friendships. I'm very glad that I did not miss my chance to participate in this unique opportunity!

Sandra Valnes Quammen  
Duke University (NC)  
[slv@duke.edu]

**Note:** There are still a few places available for the 2018 Future Leaders Program in Martinique. Go to [www.frenchteachers.org/hq/leadership.htm] for more information.

### SURF THE WEB

Visit the AATF website at

[www.frenchteachers.org]

All the latest information on:

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

## LÂCHE PAS LA PATATE: CODOFIL FÊTE SES 50 ANS

As an eager, new professor at Louisiana Tech University, I was asked to represent Tech at the bi-annual meetings of the CODOFIL (Council of Development of French in Louisiana) Consortium of Colleges and Universities of Louisiana. I quickly became aware of the great movement to promote the French language across our state and preserve Louisiana's rich French, Cajun, and Creole heritage and culture, a tribute to Louisiana's multicultural diversity.

*La belle Louisiane* is unique in that we are the only state in the union to have a Consortium whose purpose is to preserve and to promote the study of French throughout our state.

CODOFIL's history began in 1968 when CODOFIL became a state-funded organization. A *grand merci* to James Domengeaux, a Louisiana lawyer and statesman, who spearheaded the CODOFIL movement and brought to our state educators from France, Belgium, Haiti, French-speaking Africa, and Canada to teach in Louisiana schools.

Teachers came and taught Louisiana's children to cherish the French language. Teachers, in their free time, danced the two-step on a weekend or watched Cajun musicians play zydeco music in songs to woo a *jolie blonde*. Immersion school teachers and French language educators danced along with locals and listened to their songs of hardship, of glory, of perseverance. Some teachers stayed, married *les Américains*, and raised families.

The CODOFIL teachers, *la crème de la crème* of their respective countries, became involved in immersion programs across Louisiana where students found themselves in classes held entirely in the French language for the greater part of the school day, with the happy result that students attained fluency.

I have had the privilege of teaching this type of student at the university, and I remain amazed at their fluency and their confidence when they speak French. Their love of the French language abides within them, a treasure trove of words, of expressions, of idi-

oms that call to mind a song, a poem, a dance, a teacher's encouraging smile, all benefits of the immersion school setting.

The CODOFIL Consortium, where I and other professors serve, oversees the awarding of scholarships to outstanding Louisiana French language students. Professors across our state play a vital role, in conjunction with the office of CODOFIL, to award scholarships to deserving students. CODOFIL has formed strong partnerships, for example, with the *Escadrille* program to Rennes in Brittany, the *Escadrille* program to the Antilles, with its ongoing agreements at the *Université de*



*Sainte Anne* and the *Université de Jonquière* in Nova Scotia, with its accords with the MICEFA program to Paris, France, and with its access to the TAPIF program in France for the formation of future educators.

And the future of CODOFIL? *On reste optimiste*. The year-long celebration of the fiftieth birthday of CODOFIL has already begun. All around our state there will be festivals and music, *boudin*, *jambalaya*, *étouffée* and...the two-step. Activities scheduled to honor CODOFIL's birthday include film showings, music festivals, picnics, symposiums, a Francophone Week, a Francophone Day, and the opening of the new CODOFIL bureau.

Another project of CODOFIL this coming year is the development of bilingual French signs across our state. French signs do presently exist in Louisiana, *Bienvenue en Louisiane*, for exam-

ple, however the movement is afoot to have French signs not only in the larger cities but also in the smaller communities, an effective strategy to make Louisiana "Francophone Friendly."

And there are partnerships forming. CODOFIL, working with a Canadian partner, has more recently established a scholarship for an outstanding law student to study law at the *Université de Moncton*, and is working presently with the *Université de Chicoutimi* to establish an exchange program that will be mutually beneficial to both partners.

The Council of Development of French in Louisiana is the voice of French, Cajun, and Creole Louisiana and its voice may be heard all around our state wherever school children learn to cherish the French language from a tender age.

Somewhere in Louisiana is a musician on a guitar or an accordion, and somewhere in Louisiana is a pot of spicy jambalaya or of savory gumbo on a stove top, and somewhere in Louisiana is a song to sing, in French, in Cajun, in Creole, in praise of *la Belle Louisiane*. Tourists come to Louisiana to taste our cuisine, to listen to our music, to dance to our song, to relish the uniqueness that defines Louisiana. CODOFIL is alive and flourishing today namely because Louisiana holds dear to its heart the beautiful French language... *on ne lâche pas la patate chez nous*.

*Bienvenue!*

Dolliann Margaret Hurtig  
President of the CODOFIL Consortium of Colleges and Universities of Louisiana  
Louisiana Tech University  
[dhurtig@latech.edu]

### Works Consulted

On CODOFIL: CODOFIL | Council for the Development of French in Louisiana [www.crt.state.la.us/cultural-development/codofil/index]

On Francophone Friendly: RS 25:651 - Louisiana State Legislature [https://legis.la.gov/Legis/Law.aspx?d=8451]

On French-speaking Louisianians: a

documentary series on Cajun, Creole and Native American Indians: *Gumb-oh ! là ! là !* (DVD video, 2002) [WorldCat.org] [www.worldcat.org/title/gumb-oh-la-la/oclc/62084904]

On immersions schools in Louisiana: Consulat Général de France à la Nouvelle-Orléans [https://nouvelleorleans.consulfrance.org/Louisiana-s-schools-which-teach]

On Jimmy Domengeaux, the founder of CODOFIL: Jimmy Domengeaux, George Rodrigue, and a Few Other Louisiana Characters [www.wendyrodrigue.com/2009/12/jimmy-domengeaux-george-rodrigue-and.html]



Petit déjeuner d'immersion de la Région III: Moyen Atlantique - janvier 2018

## ALLONS AU CINÉMA: PROMOTING FRENCH THROUGH FILM

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

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

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

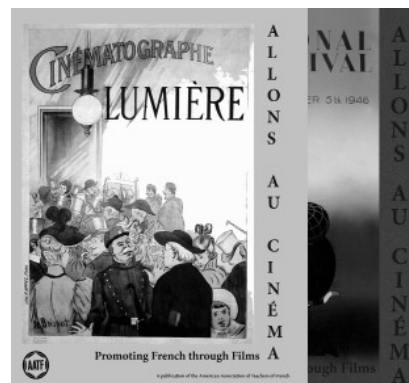
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## SOCIÉTÉ HONORAIRE DE FRANÇAIS

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



## THE IMPORTANCE OF LEARNING FRENCH IN TODAY'S WORLD

At this critical point in our nation's history, can we afford to eliminate such important programs from the curriculum? Can we dispose of these paramount linguistic bridges that bring us together, and in such a meaningful way? The answer to both of these questions is a resounding, "No!"

As longtime language teachers, particularly of the *belle et douce* French language, we have taught hundreds of students who have benefited from their study of French. French is the language of culture and diplomacy; it is both a working and an official language of the United Nations, the European Union, NATO, the International Olympic Committee, the International Red Cross, and the International Court. It is the third most widely used language on the Internet, ahead of Spanish, but behind English and German, and is the language of nearly 300 million people on five continents. It is a language that is an extremely important tool for those students who want to travel, start an international business, or teach.

Canada, officially bilingual, is our key trading partner, and French fluency, therefore, is most helpful to succeed; furthermore, everywhere on the European continent, we always see evidence of the great import of the French language, which is spoken and most-used throughout Europe, second only to English. France is the most-visited country in the world with some 60 million visitors each year, and who doesn't want to visit Paris? We have visited many countries in the world whose language we do not know, however, if we used French, we usually met with success.

French is the language of *Les Misérables*, *Les Liaisons Dangereuses*, and *Le Fantôme de l'Opéra*, three of the most popular shows on Broadway. In addition, France has won more Nobel Prizes for literature than any other country, the most recent being when Patrick Modiano won this prestigious literary honor. And, in French literature, we have many Shakespeares, including Villon, Montaigne, Rabelais, Racine,

Corneille, Molière, Voltaire, Rousseau, Hugo, Maupassant, Dumas, Flaubert, Balzac, Stendhal, Camus, Sartre, Gide, and Proust, among others.

Yes, Spanish may be spoken by many in the U.S., but French is the language that contributed 40 percent of the words that we use in the English language. Go to any restaurant and you will see a plethora of French words on the menu, such as filet mignon, au jus, quiche, petits fours, à la carte, à la mode, aperitif, soupe du jour, etc. In addition, French is the language of the Franco-Americans who immigrated to New England in the 19<sup>th</sup> century to find work in the local mills. Life was difficult for these brave souls who tried to preserve their heritage, culture, and language in their local parishes. The nuns and priests tried assiduously to defend and preserve the French language.

The French language is the language of theatre, visual arts, dance, music, cuisine, cinema, and architecture, and it is also the predominant language when choosing words for spelling bees. Our fashions also stem from Paris. Latin, too, is important for those going in to medicine, and the important roots students must study for their SATs, but French vocabulary is equally important for students who are taking these tests. Succinctly, the study of French is the quintessential study of culture—and sophistication.

After a career of teaching French for so many years, we can honestly say that French has most certainly enriched our lives and has given us a multitude of friendships with people in Francophone countries, simply because we speak their language. French should—and must—be offered at the high schools along with Spanish and Portuguese and Latin, so that the students have a choice to study and to have a better understanding of the importance of France in today's world.

Mel and Cindy Yoken  
AATF Honorary Members  
[myoken@umassd.edu]

## VOTRE DON, NOTRE DON

Au delà des cotisations annuelles à l'AATF et de notre engagement professionnel, pourquoi donner? Qu'apporte un don?

La force d'un don se retrouve dans la force de notre collectivité. Un seul don à l'AATF représente notre don collectif à nos enfants, à nos élèves, à notre pays. Un don montre à lui seul la confiance en un avenir où le français et les valeurs de la francophonie continueront à avoir leur place de l'école à l'université, et dans notre vie quotidienne. Il représente la certitude que notre mission éducative rend notre monde meilleur. Il signifie que nous nous soutenons en offrant des ateliers, des conférences, des ressources gratuites mais aussi en partageant nos idées, nos recherches, notre passion, notre cœur.

L'AATF est une association à but non lucratif. Si les cotisations nous permettent de vous soutenir et de servir notre profession, seule votre générosité assurera une force et rendra notre assemblée durable. Vos dons sont notre atout à long terme, permettant de soutenir plus d'enseignants dans leurs activités, d'offrir plus de bourses d'étude en immersion francophone, ou même d'accélérer nos projets pédagogiques.

Aujourd'hui, j'aimerais vous encourager à faire un don si vous le pouvez. Contribuez à notre Fond pour le Futur. Financez un projet de votre choix, pour aider un ou une collègue. Faites un legs ou une donation. Soutenez la cause de l'AATF et de l'enseignement du français en Amérique du Nord.

À tous ceux qui nous ont honorés par leur générosité, nous vous disons merci du fond du cœur. Vous nous touchez et vous contribuez au succès de l'enseignement du français dans le monde.

La secrétaire générale Jayne Abrate et moi serons heureuses de vous guider et de discuter des possibilités ou vos idées. N'hésitez pas à nous contacter. Ou consultez notre site internet et cliquez sur *Give*.

Catherine Daniélou  
Présidente de l'AATF  
[danielou@uab.edu]

# AATF 2018 COMMISSIONS

## Commission on Advocacy Kathy Stein-Smith, Chair [2020]

Fairleigh-Dickinson University  
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## Commission on Cinema

### Joyce Beckwith, Co-Chair [2019]

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### Dolliann Hurtig, Co-Chair [2019]

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## Commission on Cultural Competence

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### Sheila Conrad, Co-Chair [2020]

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## Commission on FLES\*

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## Commission on French for Specific Purposes

### Deb Reisinger, Chair [2018]

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## Commission for the Promotion of French

### Justin Frieman Charles, Chair [2019]

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## Commission on Middle Schools

### Janel Lafond-Paquin, Chair [2018]

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## Commission on Student Standards

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## Commission on Technology

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## Commission on Universities

### Scott Sheridan, Chair [2017]

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Bloomington, IL  
Email: [sps Sheridan@comcast.net]

## CALENDAR OF EVENTS

### 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 62959-2345; phone: (815) 310-0490; fax (815) 310-5754; email [aatf@frenchteachers.org]; web: [www.frenchteachers.org]

### Northeast Conference on the Teaching of Foreign Languages, February 7-9, 2019, New York, NY.

Information: NECTFL 2400 Main Street, Buffalo, NY 14214; email: [info@nectfl.org]; web [www.nectfl.org].

### Central States Conference on the Teaching of Foreign Languages, March 14 - 16, 2019, Columbus, OH.

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 21 - 23, 2019, Myrtle Beach, SC.

Information: David Jahner, Executive Director, P.O. Box 33615, Decatur, GA 30033; phone (404) 290-1942; web: [www.scolt.org].

### Southwest Conference on Language Teaching, March 28-30, 2019, Fort Worth, TX.

Information: SWCOLT, 216 Merion Drive, Austin, Texas 78737; email: [klopp@swcolt.org]; web: [swcolt.org].

## WHAT'S NEW IN THE FRENCH REVIEW?

Vol. 91, No. 4 (May 2018)

- “Les élections de 2017: un paysage politique rénové dans une France fracturée” (Gueldry) Supplément pédagogique en ligne [frenchreview.frenchteachers.org/Dossiers.html].
- “Marguerite Duras on Television” (Brancky)
- “Déterminer le rôle du littoral maritime dans quatre films de Merzak Allouache tournés à Bab El Oued” (De Raedt)
- “Remembering Pregnancy Loss in Camille Laurens’s *Philippe* (Garcés Jensen)
- “Culture, Cuisine, and Cannibalism: Maryse Condé’s *Mets et merveilles*” (Thomas)
- “‘L’odeur est là:’ odeurs et olfaction dans *Surtout ne te retourne pas* de Maïssa Bey” (Julien)
- “*Harkis, Fille de harki*, and *France*, récit d’une enfance as Feminist Bildungsromans” (Epp)
- “Traces of Trauma in Bones that Speak: Wajdi Mouawad’s *Forêts*” (Choplin)
- “Corps féminin et écriture chez J.M.G. Le Clézio” (Alsaoui)
- “Collaborative Perspectives on Translation and the Digital Humanities in the Advanced French Classroom” (Antonioli & Cro)
- “Parfaire sa prononciation française par le théâtre: la liaison, le ‘e’ caduc et l’intonation sur le devant de la scène” (Mroz & Duval)
- “On Being a French Heritage Woman in America Today: An Interview with Rhea Côté Robbins” (Blood)
- “‘Celui qui est digne d’être aimé.’ Entretien avec Abdellah Taïa” (Hebouche)

# 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 12/31/18.





# PROMOTIONAL FLYERS FOR THE CLASSROOM



## Help Wanted: Encourage Students to Learn French

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

## French By the Numbers

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

## French is Not a "Foreign" Language

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

## Why Learn French

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

## Speaking French: An Investment in the Future

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

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

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

## Why French FLES\*?

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

To order these materials send your order and payment to AATF Materials, 302 N. Granite St., Marion IL 62959. Direct questions to [aatf@frenchteachers.org]. PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. 100 copies for \$12; 50 copies for \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers. Prices valid until 12/31/2018

Quantity (all prices cover first class postage & handling)

Cost

\_\_\_\_\_ Help Wanted

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\_\_\_\_\_ French By the Numbers

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\_\_\_\_\_ French is Not a "Foreign" Language

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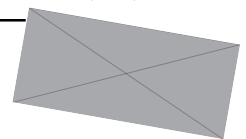
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## À VOTRE AVIS ... A PLACE TO SHARE IDEAS, THOUGHTS, AND PRACTICES

**Question:** To those who teach high school, if you give a gift to your seniors, what do you give them?

- **Veronica Skomra (PA):** I take pictures of my students throughout their time in my class (most three years) and the extracurricular activities that we do related to French. I buy frames, do a collage, put their French name and graduation year in them. The students love them every year!
- **Sarah Ayers (PA):** I've done different things each year: pins with their number of years of study, college care packs that have some school/desk supplies as well as a mug with hot chocolate, popcorn, etc. I've even asked a friend who does crafts who made handmade personalized luggage tags with each students' initials and something French on them.
- **Katrina Carey (KS):** My colleague gives a coupon good for a batch of homemade cookies to be mailed to them upon request during their freshman year of college. I love this idea—it's a great way to keep in touch with students.
- **Diane Dillard Wilson (IL):** I buy graduation cards and have all the classmates sign them on senior field day when the graduating seniors are out of class. I used to give gift cards, but I had too many seniors last year, so I bought each a packet of LU biscuits. If I were smart, I'd bring extra trinkets/books home from France each year.
- **Ada Morley (VA):** I decorate plain tumblers with lids & straws with either the Eiffel Tower or *l'Arc de Triomphe* and their monogram, a WordArt cloud of the student's qualities and favorite sayings in a Dollar Tree frame, a small stuffed animal, and sometimes a gift card.
- **Catherine Ousselin (WA):** Not wanting to spend too much money (because I feed them all year!), I use Word Art to create personalized images for each student. I choose the shape that reminds me of them based on what I have learned about them over 3-4 years together. I use adjectives that describe them and their interests. Our Staples store has a special P.O. price for printing in color (0.30/page) and I buy Dollar Store frames.
- **Heide Trude (VA):** I make framed quotes from *Le Petit Prince* for each student. Each student gets a different quote. During our unit on *Le Petit Prince*, each student shares his/her favorite quote and what it means to them. Based on that activity, I can create the quotes for my students.
- **Andrea Behn (WI):** I always make them *Little Prince* cards with the quote from the renard and an *Le Petit Prince*-themed cake with a different quote that reminds me of the class.
- **Rebecca Gould (TX):** I give an additional graduation cord to four-year French graduating seniors
- **Liz Martinez (IL):** It varies how many seniors I have. When I have a reasonable amount, I keep it simple. Usually it's a bag of Haribo gummies and then I have them stand up in front of the class and we give them a round of applause. They seem to really like it even if they think they are too cool for it, you can tell. Or at least they're happy they got some candy!
- **Bonnie McNamara (AZ):** I have given books in French with a personal message.
- **Cindy Matthews (ME):** I find a little something with a French phrase on it, like a mug, a plaque, a bag, stationary or a CD—something with an Eiffel Tower, a *fleur de lys* or an *escargot*. Sometimes, I give them a gift that reminds me of them and our time together in French class. I look around at TJ Maxx and the Dollar Store throughout the year to see what I can find, and I give a gift to each student.
- **Margaret Newcomb (WA):** I make little packets of note cards with watercolors I've done in France. With Vistaprint, you could do the same with photos of class, trips, art projects, cuisine successes, and inexpensively at that. Wrap with ribbon, bleu, blanc, rouge. Nicely personal.
- **David Graham (NY):** I give them Québec music CDs and movies. Sometimes I make them a CD of all the songs I have used in class.
- **Cynthia Payton (MO):** I once made up a "book" of the weekly stories we had created together in class and a picture of all of them together as a class on the front as the cover and gave them each a copy—they loved it! (I mostly allow the students to create the stories in my class, unless they suggest inappropriate things)
- **Beth A. Knepfle Marshall (VA):** The last few years, I bought global beach balls (Oriental Trading has them cheap) and had everyone sign them, telling them the "world is in their hands." I also made them a *Petit Prince* ornament.

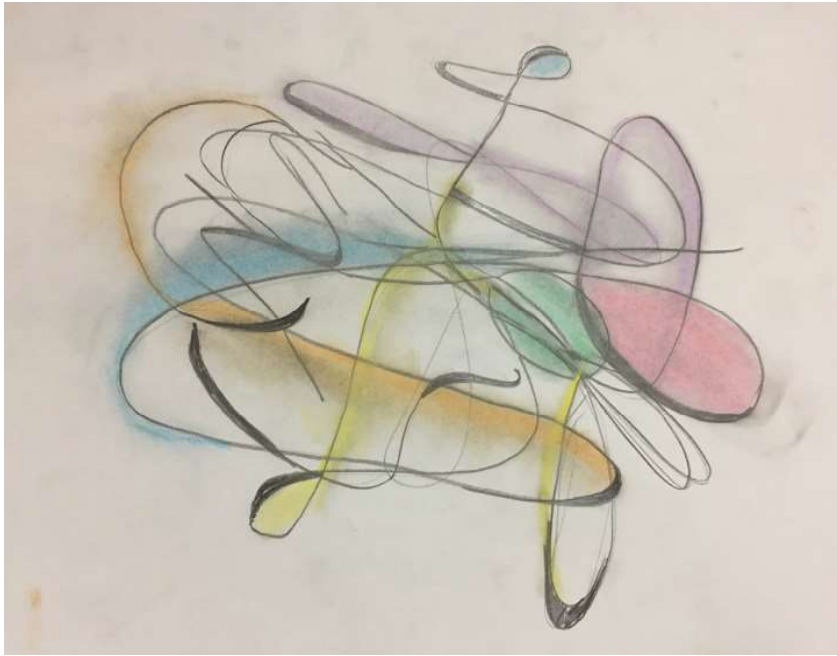
Our question for the September issue is: What is something that you're planning to do differently this school year? Share via the AATF Facebook, NB Twitter (@AATFNb), or email [nbeditor@frenchteachers.org](mailto:nbeditor@frenchteachers.org) Merci!

July 18-12, 2018  
Martinique



Watch for updates:  
[www.frenchteachers.org](http://www.frenchteachers.org)  
"Créolité et environnement  
aux Antilles francophones"

## SURRÉALISME FOR 6<sup>TH</sup> GRADERS: IT CAN BE DONE!



During National French Week I do a lot of different activities. One is a surrealism activity. This came to be a creative experience that I have successfully done for the past two years. I was inspired while wandering through a used bookstore in Ithaca, NY, where I picked up a very cool book, *Le Surréalisme Pour les Enfants*, which showcased a variety of artists. It was written by or sold at the *Centre Pompidou* in Paris. I learned about surrealism from the book and applied it to my classroom.

I chose surrealism because impressionism is often used in French and it's not a typical style taught to students of this age in French class. The activity is fairly simple and does not require many materials. Colleagues were surprised that this wasn't an "art" project, as the outcomes were beautifully done.

Materials Needed for this project:

- White heavy drawing paper
- Pastels
- Pencils

Students are introduced through a brief presentation to André Masson and his automatic drawing technique, developed during the 1920s. Masson used it as a method to promote a free type of creativity with no borders. After showing examples of his drawings, I tell the class, "Don't plan on drawing something specific." Nothing is perceived ahead of time, which creates something wonderful.

After introducing Masson and automatic drawing, I have students watch a short segment of a YouTube video (search "automatic drawing"). It shows the actual technique done by an art teacher from New Palestine High School. Now they are ready to begin their own project.

The students start by drawing loosely with pencil. Sometimes they draw blindfolded, with eyes closed, or even with two pencils. They start by doing this drawing lightly. There is no object or specific thing in mind. It's like doodling in a bigger stroke form. After their drawings are done, the students go over the pencil in color. They then use their pastels by not pressing hard but rather blending it lightly. Most students ended up using their fingertips to color.

While this project can be completed in a 42-minute period, it would be best to allot an hour for completion.

My students loved this project. They learned how to get their fingers "dirty" and work the color into their drawings. They all did an impressive job, and I saved their drawings for Kaleidoscope Night—a time when we share their work with parents.

If you would like further resources, please visit my blog: [<https://chuiprof.wordpress.com/>]

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## REMINDER: IMPORTANT DEADLINES AND DATES

- |              |   |
|--------------|---|
| May 15       | Deadline for pre-registration for Martinique convention (see page 7)    |
| July 18      | AATF Convention in Martinique (see page 7)                              |
| November 1-7 | National French Week (see pages 17-19)                                  |
| November 15  | Deadline for National French Week Essay & Poster Contests (see page 17) |

## CONTACT REPRESENTATIVES OF QUEBEC

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

## CONTACT FRENCH GOVERNMENT REPRESENTATIVES

If you are looking for support or information from the French Embassy Cultural Service, you can go to their Web site to find the most current information for each of the consulates, Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, as well as for the Embassy in Washington. Go to [\[www.frenchculture.org\]](http://www.frenchculture.org).

## AMAZON SMILE

The AATF has now signed up for an Amazon Smile link. Every time you make a purchase on Amazon, Amazon will make a donation to the AATF at no additional cost to you.

If you always start from our link at [\[https://smile.amazon.com/ch/38-1718689\]](https://smile.amazon.com/ch/38-1718689) when you log into your account, the funds will be automatically donated.

The AATF Executive Council made the decision to use any funds received through Amazon Smile to support the attendance of students planning to be French teachers at the annual convention.

Thank you for your support in this endeavor!

**2018 AATF ANNUAL CONVENTION  
MARTINIQUE, JULY 18-21**