

NATIONAL BULLETIN

LE FRANÇAIS CHEZ NOUS

Images de lieux et d'activités que l'on pourrait utiliser pour promouvoir le français qui nous entoure et engager les élèves dans des clubs de français et même en dehors de l'école

AMERICAN ASSOCIATION
of TEACHERS of FRENCH



TIPS FOR STUDENT
TRIPS TO FRANCE 15

BAGUETTE JOUSTING . 9

NORWICH FREE ACADE-
MY FRENCH CLUB 11

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Cover Photo: Le Chêne d'Évangéline à St. Martinville, LA; photographer: William Guion; on this page: Rendez-vous à Vieille Mine, MO; photographer: Jayne Abrate; page 14: photographer Christine Liming; page 31: photographer Steve Sheriw



MESSAGE DE LA PRÉSIDENTE

One of the more intriguing aspects of being president of the AATF is that I am responsible for helping to choose the venues for our next years' conventions. In fact, I just returned home to California after visiting New Orleans with Jayne Abrate, our executive director, to view hotels and decide which one will work for us in 2021. On October 16, I flew to Paris with Jayne, to check out a venue, hopefully for the 2022 convention. In 2023 we will be in San Diego, and that convention site will be determined in April of next year.

2020 CONVENTION

However, in 2020 we will be in Trois-Rivières, Québec. Why Trois-Rivières? Why not Montréal or Québec City? The reason is the cost factor. Montréal and Québec City prices are in the range of New York City's prices and therefore not feasible for our organization. In addition, Trois-Rivières is a lovely town, nestled along the Saint Lawrence River, thoroughly French in every possible way. Our hotel, the Delta Hotel and Convention Center, is located a block from the river, next to a retirement community where everyone speaks French only, of course. I first visited Trois-Rivières last December with Jayne in order to meet with our marketing company, Absolu. The snow was beautiful and invigorating but is not something we will have to contend with in July. However, I had the opportunity to explore the town and meet with local people to get the feel of the area. I was pleasantly surprised at the warmth and collegiality of everyone I met during my visit and became very optimistic about our upcoming conference.

Trois-Rivières is known as the city of poetry. In fact, this year from October 4 to 13, there was an event called the *Festival International de la Poésie*. For 10 days, more than 80 Canadian and Québécois poets converged

on the city to promote their works, sponsor poetry readings, and organize workshops for their followers.

Trois-Rivières has a very rich past which is evident in visits to the historic quarter of the city.

Being the second Francophone city founded in Canada, Trois-Rivières has a special place in the hearts of its citizens. The *Musée des Ursulines* honors the sisters who came to Trois-Rivières in 1697 to educate and care for people in the region.

The museum called *Boréalis* was especially interesting for me, because it shows the paper-making industry with all its hurdles and deviations. Watching the *drave* [the collection of logs in the river] and the *bûcherons* [woodcutters], and reading the recipes for paper were fascinating for me because my grandfather worked in a paper mill in Maine, and he talked about many of the same experiences depicted in this museum.

Two other monuments not to miss are the *Manoir Boucher de Niverville*, a colonial mansion, and the *Cathédrale de l'Assomption*, which dates from the nineteenth century. Other museums include *le Musée Pop*, *le Musée Pierre-Boucher*, *le Moulin Seigneurial*, *la Vieille Prison*, and *le Manoir de Tonnancour*.

During our stay in Trois-Rivières I am sure that the Amphithéâtre Cogéco will serve an important role. This outdoor amphitheater is located at the confluence of the Saint Lawrence and the Saint Maurice Rivers and hosts Cirque du Soleil, blues shows, jazz festivals, and just about any other act you can imagine. I am sure that during the convention there will be wonderful shows that we can see.

« **Trois-Rivières was the second Francophone city founded in Canada.** »

In addition to the advantages of the city of Trois-Rivières we plan to showcase a visit to a *cabane à sucre*. What is a *cabane à sucre* or sugar shack? This is the place where the sap is taken from the maple tree and turned into maple syrup. The season for the sugar shack is usually from February to May but can extend into June and July, during our convention. We hope that this visit will be interesting for everyone involved in the conference.

How do you get to Trois-Rivières from Montréal if you fly? You will need to rent a car or take a shuttle. There are also regularly scheduled buses. We hope to arrange shuttle transportation to accommodate passengers who arrive the day before the convention begins and the day the convention ends. Details will be provided during the registration period.

All in all, I am looking forward to seeing many of you at our 94th convention in Trois-Rivières and hope that each of you will consider a visit to *la belle province du Québec*!

► **Anne Jensen**
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CALL FOR NOMINATIONS

NOMINATIONS FOR AATF VICE-PRESIDENT

The Nominating Committee is asking all AATF members to submit nominations for the position of AATF Vice-President for the term 2021-2023. According to the constitution, the duties of AATF Vice-Presidents are as follows: "The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council." Further explanations have been developed as follow:

- To serve and assist at the discretion of the President: by attending executive council meetings; by attending the full annual conference of the AATF; through excellent communication skills; through designated areas of focus germane to the concerns of the AATF;
- To support and promote the mission of the AATF; see mission statement at [https://frenchteachers.org/about/mission/];
- To facilitate program development by supporting permanent concerns of the AATF: promotion and advocacy; recruitment; leadership development;

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

- To initiate one or more special projects based on the individual's area of interest and expertise as it meets with the AATF's mission and focus;
- To submit an annual written progress report to the President

Nominees for the position of Vice-President should have made significant contributions to the AATF on the chapter level as well as in their region or even on the national level and should possess leadership qualities.

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

Keeping these terms and qualifications in

mind, we ask that all of you consider possible candidates for this position. In addition, we ask chapter presidents and other colleagues to submit nominations. The term of office will begin on January 1, 2021 and run for three years, renewable for another three years.

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

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send her/his CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, March 1, 2020. The CV should stress the work of the person with AATF as well as other language related organizations. It shall be limited to no more than five (5) pages in length.

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

Send your nominations and address any questions to the Committee Chair at [vponominations@frenchteachers.org] no later than **March 1, 2020.**

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MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

J'espère que la fin du semestre d'automne s'annonce bien pour vous et pour vos élèves.

PROMOUVOIR LE FRANÇAIS

La fin de l'année et le printemps sont des moments propices pour la promotion du français. Planifiez dès maintenant plusieurs activités ou événements en préparation aux inscriptions pour l'année prochaine, que ce soit une dégustation dans la cantine de l'école, une chasse au trésor ou tout simplement le posage d'affiches réalisées par les élèves. Soulignez l'importance du français comme langue commerciale, langue internationale et langue globale. Assurez-vous que les élèves savent pourquoi il est utile d'apprendre le français pour qu'ils puissent convaincre leurs parents et servir d'exemple à leurs amis.

« **Assurez-vous que les élèves savent pourquoi il est utile d'apprendre le français pour qu'ils puissent convaincre leurs parents et servir d'exemple à leurs amis.** »

N'oubliez pas d'inscrire vos élèves au Grand Concours qui aura lieu aux mois de février-mars [www.frenchteachers.org/concours]. Surveillez votre courrier électronique et consultez régulièrement le site web pour les instructions concernant l'inscription et le déroulement du concours.

Si vous avez déjà un chapitre de la Société Honoraire de Français ou des Jeunes Amis du Français, utilisez la cérémonie de fin d'année et les activités pour faire parler du français dans toute l'école. Si vous n'avez pas de chapitre, formez-en-un dès maintenant.

Imaginez des projets conjugués avec des professeurs d'autres matières ou d'autres langues. Chaque fois que possible, invitez parents, administrateurs, conseillers et membres de la commission scolaire à observer et surtout à participer. Envoyez vos élèves dans les classes plus jeunes pour faire des démonstrations, enseigner une leçon ou tout simplement parler de leur intérêt pour le français

Recommandez des élèves pour les différents prix et concours que nous offrons [<https://frenchteachers.org/promote-french/awards-and-grants>] et [<https://frenchteachers.org/promote-french/contests>] et posez votre propre candidature aux diverses bourses de l'AATF.

RECRUTEMENT

Nous vous demandons de nous aider à identifier ceux qui enseignent le français et à les recruter pour devenir membres de

l'AATF. Si vous tombez sur un nom ou une liste de noms, pensez à l'envoyer à [recruit@frenchteachers.org], même si l'information est partielle. Nous vérifierons le statut de cette personne, ferons des recherches pour trouver une bonne adresse et la contacterons à plusieurs reprises. Faites du recrutement une activité de votre chapitre de l'AATF. Une heure de recherches faite par une dizaine de personnes aurait des résultats surprenants. Nous avons développé une liste de plus de 30.000 professeurs de français à travers les États-Unis. Avec votre aide, nous pourrions facilement doubler le nombre d'adhérents à l'AATF.

LEADERSHIP

Pour la dixième année consécutive, nous allons organiser le *Future Leaders Fellowship Program*. Nous invitons chaque chapitre à nommer un/e candidat/e pour ce programme qui aura lieu avant le congrès de Trois-Rivières. Les « anciens » des années précédentes sont déjà devenus responsables dans leurs chapitres, présidents de commission ou administrateurs du Grand Concours. Si vous voulez en savoir plus, contactez Janel Lafond-Paquin à [madamep51@hotmail.com] qui dirigera le programme en 2020. Si vous vous intéressez à participer à ce programme,





contactez le/la président/e de votre chapitre de l'AATF.

PROGRAMMES DE L'AATF

Dans les pages de ce numéro, vous trouverez des informations sur beaucoup de projets et de programmes qui bénéficient aux membres de l'AATF et à leurs élèves et étudiants: *AATF Small Grants* (page 10), *Convention Travel Award* (page 13), la *Walter Jensen Scholarship for Study Abroad* (page 16), *Valette Legacy Award* (page 17), *Outstanding Administrator Award* (page 20), *AATF Exemplary Program Awards* (page 22), *FLES* Poster Contest* (page 27), et le *Ludwig Excellence in Teaching Awards* (page 31). Profitez-en.

CONGRÈS ANNUEL

En faisant vos projets d'été, n'oubliez pas de venir nous rejoindre du 15-18 juillet à Trois-Rivières. Nous préparons des activités et des rencontres qui vous offriront une vue unique du Québec et de la Mauricie que vous ne trouverez pas ailleurs. Nous sommes déjà en train de préparer des activités afin de vous faire découvrir cette belle ville et la région, et nous envisageons d'organiser des navettes de Montréal jusqu'à Trois-Rivières. Vous trouverez d'autres renseignements sur le site de l'AATF au fur et à mesure que nous aurons confirmation des détails.

- ▶ **Jayne Abrate**
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TROIS-RIVIÈRES AATF CONVENTION

July 14-17, 2019



2019 AATF FUND FOR THE FUTURE CONTRIBUTORS

We would like to take this opportunity to thank all those dedicated AATF members who contributed between \$50 and \$500 or more to the AATF Fund for the Future during the membership year 2019.

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FRENCH CLUB CRÊPE-MAKING CONTEST

Our first French Club activity of the year is always a crêpe-making contest. This event allows students to work together, get to know each other, and have fun.

Each officer is captain of a team, and, as needed, we ask those who also ran for French club office to lead a team. Each team leader brings in a crêpe recipe to be approved (and to ensure that two teams don't make the same crêpe), and sign-up sheets are created. French Club members can choose a team based either on the leader or the type of crêpe that the team will make. Throughout the years we have seen everything from the typical (bananas foster, chocolate cream) to the unique (chocolate macadamia nut, cinnamon cardamom).

We borrow the school Family and Consumer Sciences kitchens for the activity as well as a nearby classroom in which to sequester the judges. This is a high-stakes competition! The French Club purchases the ingredients for a basic dessert crêpe batter and has enough crêpe makers (purchased through the years with French Club funds) for each team to have their own. Team captains purchase the ingredients needed for their crêpe filling, and team members pay a nominal fee (\$2-\$3) to the captain to cover those grocery costs. Students begin by making the batter and then refrigerating it. We then play get-to-know-you games in the main hallway of the school while the batter chills.

After 30 minutes or so, the teams head back to their kitchens, and the competition begins. They work together to create their crêpe, plate

« **...we have seen everything from the typical (bananas foster, chocolate cream) to the unique (chocolate macadamia nut, cinnamon cardamom).** »

the most beautiful one, and have a runner take it to the judges. The judges have been pre-arranged and arrive an hour into the competition. They are fellow teachers, principals,

parents, or community members. The judges, still sequestered in a separate classroom, rate each crêpe using a rubric. The four categories are rated on a scale of 1-5. Categories include overall appearance and presentation; flavor, texture, and color of the crêpe; flavor of the filling; and overall rating. The scores are then tabulated so the winning team can be announced. In the meantime, teams eat their crêpes, sample those of other teams, and clean up.

Once all the crêpes have been judged and all the kitchens are clean, the judges arrive and are introduced to the students. The 3rd place, 2nd place, and 1st place winners are announced, capping off a deliciously fun event.

► **DeLynn Denton**
Flower Mound High School (TX)
dentonm@lisd.net





BAGUETTE JOUSTING

It started with an outing. My French Club students and I have a tradition of going to our local farmer's market together once a school year. We buy fresh produce, bring other necessary items, and have a picnic. Four years ago, a girl brought a couple of *baguettes* that were rock solid. We all had a good laugh. Instead of throwing away the *baguettes*, however, the fun continued for her and another girl who decided to continue hanging out after the outing. The next Monday at school, the girls showed me pictures of themselves posing and sword fighting with the *baguettes*. But it didn't stop there. The girls had developed a "brilliant" idea for a fundraiser—"baguette jousting"—with teachers at our school.

«I bite my thumb at you.»»

While nervous about how the administration would respond to this "baguette jousting" idea, the students were so enthusiastic about their vision that I didn't have the heart to shoot it down. Instead, I asked them and

other French Club members to handle all the details before moving forward. How would the tournament be organized? Who would participate? When would we do it? To my surprise [and anxiety], they ran with the idea.

In the weeks prior to the event, students collected money in different jars labeled with "match-up" to determine which teachers, among those who had agreed would face-off in the first round. They developed detailed rules (the most important of which was "no hitting of the head") and bought *baguettes* to practice with at a French Club meeting. During the first "baguette joust" test run with French Club members, a girl's hand was hit with a scratchy *baguette*, giving her a small cut. So

the students decided that gloves were an absolute must. Though "jousting" is perhaps not the best term for what was really sword fighting with *baguettes*, the students insisted on keeping the name. We determined a dead-

line for collecting money, and the students developed an NCAA-style elimination bracket with teachers' names.

On the day of the event, we had about 100 students come watch as teachers teased each other. One of our English teachers quoted Shakespeare saying: "I bite my thumb at you!" Others teased and taunted each other with other various quips to the students' great delight. Matches lasted 90 seconds and teachers won either by stealing or destroying their adversary's *baguette*. In the event that a *baguette* was not stolen or destroyed (broken in half), the winner was the teacher with the most-intact *baguette* at the end of 90 seconds. Our French Club President wore a referee jersey and used a whistle to enforce the rules and the time limit.

We have done this event for two consecutive years, and students at our school are already asking about the next one which will take place in May. This unique event gives visibility to our French Club while involving students and faculty. If you choose to try it, we hope yours is as much fun as ours!

► **Sheila Conrad**
Bettendorf High School (IA)
sconrad@bettendorf.k12.ia.us





GROW YOUR GRAND CONCOURS ENROLLMENT

Since 2011, I have enjoyed serving the Alabama AATF Chapter as the local administrator of the *Grand Concours* in our state. Because Lisa Narug, the National Director for the Contest, now initiates contact regarding the *Concours* with all K-12 teachers in each chapter, like other local administrators, I first follow up with teachers who have participated in the Contest in past years. Then I reach out to other K-12 teachers in our chapter, trying to convince them to have their students participate in the Contest. Next, I try to contact French teachers who are new to the state to convince them of the merits of joining the AATF and of having their students participate as a way of bringing recognition to their students and to their program. This year, out of 108 members in our chapter, 51 are active and 37 of those are K-12 teachers who are eligible to have their students participate in the Grand Concours. I am pleased that 27 out of those 37 chose to have their students participate.

While membership, activity, and participation in the *Grand Concours* varies from year

to year, it was an improvement to have 27 teachers enter their students in the Contest this year, which is one more than in 2018. As a possible result, our enrollment went from 1061 participants in 2018 to 1156 in 2019; an increase of 95 students or 8.95%. After Lisa Narug sends the medals and certificates to our teachers with top ten national rankings, each year I follow up with prizes for students who ranked in the top 10 of our Alabama Chapter. Teachers and I are often surprised that some national winners do not win chapter prizes and vice versa, but chapter prizes allow more students to be recognized for their achievement. With student recognition comes kudos for all the hard-working French teachers in Alabama. I am happy to help in this process and am looking forward to contacting this year's new teachers and recruiting them for the Contest in 2020.

► **Heather West**
Samford University (AL)
hawest@samford.edu



AATF SMALL GRANTS

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

Application must be submitted online by **March 1, 2020**. For instructions, go to [<https://www.frenchteachers.org/hq/awardsandgrants.htm>]. A brief summary of the project, including purpose, individuals involved, dates; [3] total anticipated budget; [4] funds requested; [5] other sources of funds, including amount to be matched from chapter treasury, if applicable, are required. Chapter support must be attested to by the chapter secretary-treasurer via email to [smallgrants@frenchteachers.org]. Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process as soon as you read this by alerting your Chapter officers to your upcoming request.

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

Members at all levels of instruction may apply. A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2020 are encouraged.

THE NORWICH FREE ACADEMY FRENCH CLUB



The French Club (*cercle français*) is one of several language clubs at our school. Some of the activities in which members participate include playing *boules* (or *pétanque*), singing *cantiques de Noël* at a local retirement home—which has a sizeable French-Canadian population, playing French games such as *Mille Bornes*, *Jeux des Sept Familles*, and French Monopoly. We also do crêpe-making demonstrations, and students make French snacks for our weekly meetings. We take field trips to museums and galleries in New Haven and Hartford, CT and of course, always include a stop at a *crêperie*!

In the winter, we watch French films and listen to French music from around the world. We also do fundraising activities like selling cookies or bracelets and host car washes. We have also put on Mardi Gras celebrations with other language clubs. In the spring, we take a trip to New York City to visit the French impressionist galleries at the Metropolitan Museum, take the ferry past the Statue of Liberty, and have a three-course meal at a French restaurant. Students often attend several years in a row. In terms of community outreach, besides the caroling, we have collected crutches for Haiti and made a sizeable donation to the local soup kitchen.

► **Michael Williston**
 The Norwich Free Academy (CT)
willistonm@nfaschool.org



Top two photos: Members of the French Club at the Norwich Free Academy, Williston, CT. Bottom photo: Students at Bettendorf High School, IA.



SALUT LES JEUNES!

FRENCH CLUB FUN!

Are you thinking about starting a French Club or having some new experiences for your club this year? Here are some activities and collaborations to implement with your students.

MONTHLY THEMES

Preparing monthly themes enables your students and their families to know what is happening and publicizes your program. Having the calendar also provides cultural information about the Francophone world and supplements your regular curriculum.

Some examples:

- ▶ *octobre – châteaux, princes, princesses*
- ▶ *novembre – contes de fées de Michel Ocelot*
- ▶ *décembre – Bûche de Noël* – Do an easy version with Swiss Rolls, chocolate icing, and a variety of decorations. This way each student can design her or his own, and you can photograph their masterpieces
- ▶ *janvier – Carnaval de Québec*
- ▶ *février – la Chandeleur*
- ▶ *mars – Bon Anniversaire, Tour Eiffel* – You may wish to purchase Eiffel Tower Gummies (<http://foreign-candy.com/products/Gummy-Eiffel-Towers.html>) and do a STEAM challenge by building toothpick and marshmallow Eiffel Towers.
- ▶ *avril – Poisson d'avril*
- ▶ *mai – les tableaux impressionnistes*
- ▶ *octobre – Le Petit Prince*—I wrote a version for elementary students to do with puppets. Let me know if you would like a copy.
- ▶ *novembre – les couleurs d'automne*
- ▶ *décembre – St. Nicolas*
- ▶ *janvier – la Fête des Rois*
- ▶ *février – Mardi Gras* – My middle school students invited the local high school

French Club for a jambalaya and beignet feast plus a mask-making party and a parade. One year we did Mardi Gras masks from four different Francophone countries and displayed them at the local library.

- ▶ *mars – Artistes: Degas et Rodin*
- ▶ *avril – Safari: les Animaux*
- ▶ *mai – les sports, le Tour de France*

With middle school and high school clubs, seek out a local preschool or elementary school in your district, and take your students to teach French to the younger children once a month. This is another great way to promote your program and ignite the love of French language learning early. Providing this teaching experience for your students allows the next generation of French educators to begin their journey.

If you are able to do field trips, here are some suggestions:

- ▶ *Musées* – This may seem obvious, but have you considered serving as the docent and doing the entire tour *en français*? Most museums welcome you to serve as the docent. Organize a scavenger hunt through the museum to keep the students on task and learning.
- ▶ *Bibliothèques* – Are you aware of the French collections at your local library? The librarians could pull examples for you, or you could have a French book night at your school library. Also consider doing a French Book Fair through Scholastic Canada. Many titles that the children know and love in English are also available from Scholastic in French.
- ▶ *Librairies* – Host a French Night at a local bookstore, and

invite club members to read some of their favorite French stories. This is another opportunity to involve the entire community and support a local business.

- ▶ *Restaurants* – This is an option that many French clubs do. Consider having your club members plan the menu with you in consultation with the restaurant. Maybe you have a budding chef in your club.
- ▶ *Chocolatier* – Plan a visit to a local *chocolatier* to see chocolate making in action. Another option is inviting the *chocolatier* to come to your school and present about the history of chocolate. Hopefully they will bring samples!
- ▶ *Parcs – Boules*, anyone? Visiting a local park for a hike, a friendly soccer match, a picnic, or just to play on the playground invites many opportunities for language





2020 AATF CONVENTION TRAVEL AWARD

This award is intended to provide assistance for AATF members traveling to the 93rd annual AATF Convention, July 15-18 at the Delta Hotel and Conference Center in Trois-Rivières, Québec.

The Executive Council has voted to allot funds to provide Travel Awards to AATF members to help defray the cost of attending the July 2020 convention in Trois-Rivières. Applicants may receive the travel grant only once every five years. Funds are available to cover a limited number of awards; priority will be given to applicants from AATF Regions VII (West Central), VIII (Southwest), and IX (Northwest). Priority will also be given to members who have never attended an AATF convention.

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

Eligibility: Candidates must have been AATF members since January 1, 2019. Chapter officers, commission chairs, presenters, and leadership fellows are ineligible for this award.

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

Applicants should submit a one-page description of the project and its expected impact on their students. Applicants should also explain their need for travel assistance. Recipients of the award will be expected to attend all days of the convention

The application form can be found at [www.frenchteachers.org/convention/grant]. Deadline: **January 15, 2020.**

learning.

- ▶ **Festivals** – Although we are not in Québec with festivals happening all the time, many cities have a variety of festivals where your French Club could perform some songs and dances, host a table and offer French lessons, or just promote your French program. Never underestimate the power and influence of children sharing their stories with the community.
- ▶ **Cirque du Soleil** – This is more of a financial commitment, but *Cirque du Soleil* has special offers for school groups. An opportunity to see this company perform is always a night to remember. The story of how Gilles Ste-Croix and Guy Laliberté started this world-renowned company is also a great lesson for your French Club members. You might have some creative entrepreneurs ready to embark on their own Cirque adventure.

Remember French Club summer camps are a wonderful way to continue the learning adventure and provide you with some additional income! Local recreation programs or neighborhood groups are always looking for unique camp opportunities for students. I've also done Back-to-School French Camps the last week or two before school begins to get students ready to roll.

There are so many unique opportunities to share your passion for French language learning with your students and the community in French Clubs. Don't hesitate to contact me for further resources or information about any of the activities above. See you at the club!

- ▶ **Karen Campbell Kuebler**
FLES* Commission Chair
kkcdancer@verizon.net



JEUNES AMIS DU FRANÇAIS 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 <https://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* functions 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.

HAVE YOU THOUGHT ABOUT TEACHING FRENCH

Have you thought about teaching French? So far this school year, have those words left your lips while talking with a student? With the number of students pursuing K-12 certification decreasing and the number of post-secondary institutions dropping certification programs increasing, now is a good time to ask that question.

When you look at your students, do you see potential French teachers? They must be there, since each of us French teachers once sat in those seats. How might you know which ones to ask? French teachers share the same passion for French, but we have individual personalities and our own personal teaching styles. So who among your students should you be looking for? How about the ones who...

- ▶ love French
- ▶ love learning French
- ▶ love speaking French
- ▶ are accepting of others
- ▶ enjoy working on projects
- ▶ put in a lot of effort to learn
- ▶ enjoy presentational activities
- ▶ instinctively make connections
- ▶ want to know why there's an "s"
- ▶ help others without being asked
- ▶ speak another language at home

- ▶ are quiet and love learning French
- ▶ are chatty and love learning French
- ▶ like to help you with teaching tasks
- ▶ are reliable and true to their word
- ▶ are patient when others make mistakes
- ▶ participate in AATF contests and events
- ▶ add creative touches to routine assignments
- ▶ are eager for new information and use it quickly

Yet, it's probably your own sixth sense of who might be an inspiring teacher that will help you best in choosing the students to whom you will say: "Have you thought about teaching French?"

So there they are, potential French teachers, sitting in your classes. Our profession and future French students will depend on them. Are you ready to begin the conversation by choosing one and saying: "Have you thought about teaching French?" When you do, each time you'll be planting a seed, beginning a conversation, and helping ensure the future of French!

- ▶ **Eileen Walvoord**
Co-chair, AATF Commission on Recruitment and Retention
eileenwalvoord@gmail.com

MEMBERS' NOTES

In February, AATF Past-President and Philadelphia Executive Board member **Mary Helen Kashuba, SSJ** was awarded the 2019 Nelson H. Brooks Award for distinguished service and leadership in the foreign language teaching profession by the Northeast Conference on the Teaching of Foreign Languages (NECTFL).

Tiffani Jones (VA), French teacher at Benjamin Banneker Academic High School, Washington, DC, was named DC Public Schools 2019 World Language Teacher of the Year for embodying world languages best practices, instruction, global citizenship, and community involvement.

Heidi Trude, Virginia Chapter Board Member, was selected to attend the ACTFL-sponsored Leadership Initiative for Language Learning (LILL) in June 2019 and will be a part of the Emerging Leader Cohort which will also meet again in the summer of 2020. Heidi also represented Virginia and the Southern Conference on Language Teaching (SCOLT) as a finalist for ACTFL Teacher of the Year in November 2019.

Jeannie Starman (NC), the new North Carolina AATF Chapter Treasurer, was honored with the *Concours Pédagogique* Award for her outstanding lesson on the musician Orelsan and his song "Quelques notes pour plus tard."

Lindsey Langett, Virginia AATF Chapter Secretary was awarded a *Stage pédagogique de courte durée* through the Embassy of France to attend classes at the CAVILAM, a language institute in Vichy, France in 2019.

South Carolina AATF Chapter President **Jeremy Patterson** has led the way in helping develop the Seal of Biliteracy in his state.

UPCOMING AATF CONVENTIONS

- ▶ 2020 - Trois-Rivières, Québec
- ▶ 2021 - New Orleans
- ▶ 2022 - France
- ▶ 2023 - San Diego

TIPS FOR STUDENT TRIPS TO FRANCE

One of the wonderful advantages of teaching French is being able to take students to French-speaking countries where they can put their language skills to the test. I just returned from my eighteenth school trip to France. I have had a myriad of experiences during that time, and they have all taught me a little bit more about how to run a successful trip. Here are some of the tips that I suggest you implement for your trip.

- ▶ Research student travel agencies. Ask teachers who travel for referrals. Look at the websites and decide which ones will work for you. Certain agencies cut costs by putting you in hotels on the outskirts of cities; this means, for example, that if you have a student who is ill and needs to go back to the hotel, you may need a train, bus, and a taxi to get there. Ask if they can provide centrally located hotels. Be very clear about what your expectations are and what you want included in the price. Lunches are usually not included.
- ▶ Before you decide on a travel agency, have a meeting to gauge interest and ask participants what they would like to see.
- ▶ Speak with the travel representative and develop an itinerary. The agency will send you itineraries and posters to start to drum up interest.
- ▶ Talk about the trip in class and send home a letter with basic information.
- ▶ Open sign up for the trip. Most travel agencies take care of money collection for you.
- ▶ Collect two copies of each person's passport. The passports must be valid at least six months beyond the return date.
- ▶ Have each participant fill out a medical form and a waiver. You might consider doing a behavior contract too.
- ▶ Do not take students by yourself. You need at least one additional chaperone to be safe. Usually, one person travels free for every six students.
- ▶ Choose your chaperones wisely. You need one who is organized, one to make you laugh, and one who is a little burly for those late-night metro rides. If you have to choose just one, pick the one who makes you laugh.
- ▶ Have a meeting mid-year to talk about the basics like money, packing, safety, and telephone/data plans. Have one more meeting shortly before your trip.
- ▶ Make sure participants know that the electrical current is 220 volts and they will need a converter and/or plug adapter [Most electronics now recognize different voltages automatically].
- ▶ Leave your itinerary and contact information with several different people.
- ▶ Make address cards for your hotels for your students using cardstock. Tell them to carry it with them in case they are separated from the group.
- ▶ No one should be alone during the trip.
- ▶ Collect tip money for bus drivers and tour guides before you leave.
- ▶ Be prepared for any kind of weather. Pack layers and bring an umbrella.
- ▶ Leave valuables at home.
- ▶ Wear comfortable walking shoes.
- ▶ A trip in a foreign country is not the time to wear your most scandalous clothing.
- ▶ Be very clear about the drinking policy for both students and adults.
- ▶ Warn your participants that there will be a lot of walking, and it will be a busy pace.
- ▶ Don't forget sunscreen.
- ▶ Check school policy, but you may have to have any adults who are not school staff undergo a background check.

« ...students will remember the trip because of the experiences. »

- ▶ Realize that French portions are not enough for our teenagers, so don't cringe too much when they want to go to McDonald's right after dinner.
- ▶ Collect passports when you arrive and put them in the hotel safe. Check to see when you might need them, but you will be able to leave them in the safe for most of the trip.
- ▶ Talk to your group about safety and procedures if something goes wrong. Two examples might be: [1] if a building is evacuated [we had a bomb threat once at the *Musée d'Orsay*], tell everyone to meet at the front of the building; [2] if someone does not get on a *métro* train with the rest of the group, tell them to get on the next train, and the group will wait for them at the next stop.
- ▶ Realize that although we might want to see all the museums and monuments, [continued at bottom of following page]

MEET THE SHF NATIONAL COUNCIL



ABBE GUILLET, SHF President, Baldwinsville, NY, is a former AATF Region II Representative, former chapter president, and former NYSAFLT board member.

She is a recipient of the NYSAFLT Outstanding Teacher Award, ISE Language Matters Award, and Excellence in Teaching Award from the Central New York Chapter. She serves as an AP Table Leader and Test Development committee member. She is a *Chevalier dans l'Ordre des Palmes académiques*. anguillet@yahoo.fr



TRACY E. RUCKER, SHF Teacher Representative, is a French instructor at Louisville Collegiate School and president of the of the Kentucky AATF Chapter. He is an ACTFL OPI Certi-

fied Language Tester, an AP Reader, and a Bureau of Education of Research Presenter: Motivation and Learning in World Language Classroom. Tracy is the 2015 National Award recipient of the Dorothy S. Ludwig Excellence in Teaching Award. trucker@loucol.com

[con't from previous page] students will remember the trip because of the experiences, so make sure to build those into the itinerary. When we were in St. Malo, students loved swimming and jumping off the high dive in the man-made ocean pool and interacting with the French people who were there.

- ▶ Enjoy the trip and try not to become too annoyed when something does not go according to plan or someone oversleeps. After all you are in France!

The tour agency and guide are there to help you. Ask as many questions as you need, and see if anyone on your group has any questions as well. Many students may be a little anxious about traveling. Try to soothe their fears by letting them know you will be there to guide them. You could be responsible for creating a whole group of global citizens.

- ▶ **Jen Bonn**
Mount Paran Christian School (GA)
jbonn@mtparanschool.com



ANDREA K. ISABELLI, SHF Teacher Representative, teaches all levels of French at Woodstock High School and Woodstock North High School, Illinois

where she also advises both the French Club and SHF. She is Vice-President of the Chicago/Northern Illinois chapter of AATF and Assistant Director of French Immersion Day in Illinois. andraisabelli@sbcglobal.net



ROSEANN LOREFICE, *L'Élan* Editor, Chittenango, NY, is a former Assistant Director and board member of NYSAFLT and a former president of the Central New York AATF

Chapter and LECNY. She is a recipient of the Ludwig Service Award from NYSAFLT and the Louis Germain Service Award from her chapter. She is currently Adjunct Instructor at SUNY Cortland, supervising student teachers and has served as teacher consultant to NYSED. loreficer@gmail.com

AMAZON SMILE

The AATF has 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>] 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!



WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One \$2000 scholarship per year is given to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2020-2021.

Eligibility Requirements

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

Scholarship

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

Application Form

Applications must be submitted online. For instructions, go to [<https://www.frenchteachers.org/hq/summerscholarships.htm>]. Letters of recommendation should be e-mailed to [scholarships@frenchteachers.org] with applicant's name, Jensen Scholarship 2020 in the subject line. The deadline for receipt of applications is **March 15, 2020**.

REBECCA AND JEAN-PAUL VALETTE AATF LEGACY AWARD

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

Requirements

The candidate chosen

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

philosophy on teaching French (500-800 words); and [3] description with documentation of recruitment and retention strategies used;

- ▶ [4] must submit enrollment figures over the past 3-5 years, including comparative figures for other languages and/or schools in the district or comparable schools.
- ▶ [5] must include 2 letters of support: a recommendation from an administrator addressing the growth in enrollment and the candidate's achievements and a letter from a colleague highlighting the candidate's achievements.

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

The application should be submitted in pdf format as one document. Email this document to [abrate@frenchteachers.org] no later than **March 1, 2020**. Letters of support may be e-mailed directly to [abrate@frenchteachers.org] with the applicant's name and AATF Legacy Award in the subject line.

[Graphic is a T-shirt design from students at Fairmont Kettering High School, OH]

WHAT'S NEW IN THE FRENCH REVIEW? (93.2 DECEMBER 2019)

ACTUALITÉ DE L'ÉDUCATION

- ▶ Actualité de l'Éducation en France 2017-2019: polémiques autour du projet de loi Blanquer [Koop]

LITERATURE

- ▶ Poetic Healing: Rodney Saint-Éloi's *Jacques Roche, je t'écris cette lettre* [Thomas]
- ▶ Self-Awareness and Feminine Presence in the Poetry of Bernard Vargaftig: *Aveu, distance, ouverture, nudité* [Prevots]
- ▶ Le livre comme tombeau littéraire: *Franz et François* de François Weyergans et *D'autres vies que la mienne* d'Emmanuel Carrère [Poncelet]
- ▶ "Ni dans le monde sensible, ni sensiblement en dehors de ce monde": The Occultation of Surrealism and Rimbaud's Assassins [Rogghe]
- ▶ Mordre la poussière dans l'Eldorado à rebours: Laurent Gaudé, la migration clandestine et l'ombre de Massambalo [Mole]
- ▶ Le maraboutage dans La folie et la mort de Ken Bugul [Moneyang]
- ▶ Les bouteilles à la mer de Makenzy Orcel [Chauchois et Glacet]
- ▶ Overcoming Aphasia: Erotic Transgressions in *Les nuits de Strasbourg* [Praud]
- ▶ L'appel du bleu: Godard sur les traces de Rimbaud [Pollin-Dubois]

SOCIETY AND CULTURE

- ▶ Migration and Hospitality: Francis Bebe's "Je suis venu chercher du travail" [Sidikou]
- ▶ "Le droit d'étaler ses blessures": Survival and Testimony in Guy Kohen's *Retour d'Auschwitz* [Nayak]
- ▶ Games as 'Defining Moments' of the College Experience: The Impact of Reacting to the Past in French [Eick and Pettes Guikema]

DOSSIER PÉDAGOGIQUE

- ▶ *Ernest et Célestine* [Stéphane Aubier, Benjamin Renner, Vincent Patar, 2012] [Geiger] [on website]



REINVIGORATING FRENCH PROGRAMS

PART 2

Bucking the downward trend elsewhere, enrollments in French have increased at our institution 21% (2013 & 2016) and 41% (2013 & 2017), projected to be 50+% (2013 & 2019). As mentioned in Part I [see September issue of the *National Bulletin*], the emphasis on transcultural competence highlights the significance of cultural lessons as connections that engage students to bring the lessons within their world through close association or even extreme dissociation, especially for millennials and Generation Y/Z. An example is the term “vacation” which is culturally different for the French. The French term is always plural (*les vacances*), and French social protection laws guarantee five weeks paid vacation, which many families take together as a family and all five weeks at once, mostly during the months of July or August. This dissociation with the American experience makes quite an impact on student engagement.

The question asked is, “How have we not experienced a drop in French enrollment?” The answers can be traced back to campus activities that have made the French program quite

visible on campus and among the students. These are the activities that [1] Make French GLOBAL; [2] Make French and the cultural topic the STUDENTS’ own; [3] Make French an

« **Nine months after the 2017 trip, students were still messaging with the Parisian students they met at the joint class.** »

EXPERIENCE; [4] Make French CONNECT; [5] Make French MATTER; and [6] Make French EXTEND.

The first three steps were featured in Part I. Here are details on the last three steps:

4. Make French CONNECT: The epitome of disconnectedness in a French class is the professor explaining minute grammatical details to disinterested students. When this happens in class—do

a sudden switch, and ask a cultural question in English (even for two minutes only) “Why is the French café experience very popular?” Once the connection is made, nurture the connection for several days, and then convert the interest into this question: “What cultural topic would interest you in a summer class in France?” At our institution, we have had four study abroad programs in France in the past five years by piquing the interest of the students.

Disconnectedness can also occur with an agency-organized group study tour where students and faculty are shepherded unthinkingly from one excursion to another, one hotel to the other, one tourist-trap restaurant to another. Of course, some premium agencies stand apart, but this cookie cutter, one-size-fits-all, mass tour does away with the opportunities for discovery and connections of study abroad students.

[At left, photo of student connection with course topic, with permission, by student Bill Lisbon, June 20, 2015, Paris, 6^e arrondissement]]

During the required pre-departure orientation at our institution, the notion of getting lost in a city like Paris is treated with considerable attention and discussed in detail to further the cultural connections. Students are trained to handle navigating through the big city transport systems (métro, RER, autobus, taxis, Uber), particularly for safety. After the first few days, students are encouraged to get lost in the city in teams and make cultural discoveries. Students return with myriad stories of connections. Some connected using the French





language; others connected with the course topic in their observations and even took pictures that reflected these connections.

Because the students are millennials/ Generation Y/Z, social media extends these connections. They share and amass reactions and “likes” that further embed the lessons in their educational experiences.

[In the photo above, USCB students with Institut Universitaire de Technologie [Ville d’Avray, France] students have joint classes at IUT campus to expand learning experiences.]

Caveats: Safety is always a primary concern for all. There are no negotiating issues when it comes to student safety abroad. Be savvy with the use of social media—make it spread positively. Websites are now static and flat compared with ever-moving social media. Make the

connections travel. Connect with local residents. In 2017, the students had a favorite neighborhood *boulangerie-pâtisserie* across the street. They became regular clients. Establish lasting links. Social media connections extend the links. Nine months after the 2017 trip, students were still messaging with the Parisian students they met at the joint class.

5. Make French MATTER: The choice of course topic for a culture course becomes relevant to students. This links them to current times, from the heavy and serious topics of terrorism, religious differences, immigration (2015, 2016), to the seemingly frivolous, but often misunderstood French global leadership in luxury industries (2017—wine, fashion, perfume, etc.). On many levels, the course readings and discussions sometimes lead to difficult, even philosophical, and moral discussions in class. Race and religion discussions become intrinsically intertwined with the topics of terrorism, immigration, and populism. The body, profitability, and protectionist intellectual property rights are debated and reviewed analytically in the study of world-renowned modern French fashion industries. These conversations have not been central to the day-to-day lives of American university students. The difficult questions have to be asked, and students weigh in. They have colorful reactions to the discoveries in their readings. This initial peek outside their own comfort zones—based on neutrally presented data from the CIA World Factbook engages them at the same time as it informs them. To make the topics truly matter to the students, it is crucial for them to see evidence and linkages of

the readings on topics in the periphery of their world, hence the use of items from social media and mass media. A selection of readings, mainly from academic sources, will tend to dissociate the topic from their world and may not make the course as relevant. For the immigration course, the 2011 award-winning French film *Les Intouchables* was incorporated. This fun, light-hearted French movie packs a serious message. Given the current situation in France, the film presents a medium for discussing the French national debate on identity and integration. Based on this film, the students discuss social welfare dependency and race/religious differences, from one culture to another.

[In the photos lower left and on the following page, USCB students travel with locals in the Paris Metro and make observations for class discussions. June 2, 2019. They meet with IUT students at Parisian cafés to share ideas.]

The other level of making the course matter to students deals with the role of the course in the students’ curriculum. The Association of American Colleges and Universities (<https://www.aacu.org/leap/hips>) considers Diversity/Global Learning as a high-impact practice. The American Council on Education (<http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx>) provides a framework for internationalizing college curricula. Students taking French for their foreign language requirement can naturally segue into this French culture course taught in English for their GenEd/Core.

6. Make French EXTEND: Learning during





our digitized times is now far from flat, if managed well. With the advent of platforms, programs, and apps that broadcast individual daily lives to the whole world, keeping track and linking with alumni has gotten more fluid. Professional accounts in Facebook link to other digital platforms like Instagram, Messenger, Twitter, Pinterest, YouTube, Vimeo, just to name a few. Groups can load educational materials that spread quickly and, when uploaded as “public,” become accessible to anyone online. These images engage the eyes of anyone with a mobile device. And it is manna to university faculty/staff wanting to extend reach, even after the course and study abroad. Caveat: Technology can be hard to control when it backfires. A carefully-managed handling of the medium needs to be enforced.

In summary, the steps taken at our institution highlight the internationalization focus on campus through the French minor program and merges these with guided and managed use of technology. It may just be a fluke that French enrollment has shown growth from 21% (2013 & 2016), 41% (2013 & 2017), and projected to be 50+% (2013 & 2019), but perhaps taking a mini-step back from grammar and viewing the language through the lens of an internationalized curriculum can benefit the students and the profession.

- ▶ **Juanita (Babet) Villena-Alvarez**
University of South Carolina Beaufort
jvillen@uscb.edu



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. For general information, eligibility, and other questions, you can contact Abbe Guillet, SHF President at anguillet@yahoo.fr; or Teacher Representatives Andrea Isabelli at andreaisabelli@sbcglobal.net or Tracy Rucker at trucker@loucol.com. Information on applying for a charter and ordering materials is available from Christy Brown, Secretary SHF, AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: 607-821-2120; fax: (815) 310-5754; email: shf@frenchteachers.org or from the AATF Web site at <https://www.frenchteachers.org/shf>.



ADMINISTRATOR OF THE YEAR AWARD

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

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

Applications should be received at AATF National Headquarters no later than **December 1, 2019**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2020) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials electronically in .pdf format to abrater@frenchteachers.org.

REFLECTIONS ON THE FUTURE LEADERS PROGRAM

I was honored to take part in the Future Leaders program at the 2019 AATF Convention in Philadelphia in July. Our group, made up of teachers from eleven different chapters from all over the U.S. (photo at left), quickly became close-knit, thanks to the warm welcome and leadership of Janel Lafond-Paquin. We discussed challenges to our programs, exchanged ideas and resources, and worked on a project to improve our own chapters. We also discussed ways to improve outreach to other teachers and increase membership. After learning about the AATF's rebranding, we had some interesting conversations about the role of technology and social media in our chapters and schools. But most importantly, we established relationships with an amazing group of dedicated educators.

As a follow up to the Future Leaders program, I plan to develop a survey to send out to French teachers in my chapter, Eastern Massachusetts. This survey will collect feedback from both members and non-members regarding our chapter's strengths and ways that we can improve communication, membership and participation in the region.

Merci beaucoup for the opportunity to participate in such a wonderful program. I am so grateful to have learned from others' experiences and to have met so many outstanding colleagues!

- ▶ Kristen Purdy Russett
Marblehead Veterans Middle School (MA)
kpurdyrussett@comcast.net



AATF 2020 FUTURE LEADERS FELLOWSHIP PROGRAM

When: July 14, 2020

Where: Delta Hotel & Conference Center, Trois-Rivières, Québec

Proposed Schedule:

- ▶ July 13 or earlier: Arrival in Trois-Rivières, Welcome Get Together with Executive Council
- ▶ July 14: Breakfast/Lunch/Leadership Sessions, Working Dinner
- ▶ July 15: Introduction of fellows at Opening Session of the convention.

July 15-18: Fellows attend entire convention.

The equivalent of one day of the leadership program will take place virtually prior to the convention.

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

Each candidate should address the following topics: [1] Describe your past and current

involvement with the AATF; [2] Describe the ways in which you would like to provide leadership within your AATF Chapter or at the national level; and [3] Describe why your participation in this program would be valuable to you and to your AATF Chapter.

Time Line:

- ▶ **December 15, 2019:** Deadline for Fellows Applications
- ▶ Announcement of fellows selected as applications are approved

Requirements for Applicants:

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

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



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 la collectivité. Un don à l'AATF représente notre don collectif à nos enfants, à nos élèves, à notre pays. Un don montre la confiance en un avenir où le français et les valeurs de la francophonie continueront à avoir leur place. 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 assise 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 honoraire de l'AATF
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COMMISSIONS

COMMISSION ON ADVOCACY Kathy Stein-Smith [2020]

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COMMISSION ON CINEMA Joyce Beckwith [2019]

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Dolliann Hurtig [2019]

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COMMISSION ON CULTURAL COMPETENCE Martha Behlow [2020]

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Sheila Conrad [2020]

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COMMISSION ON FLES* Karen Campbell Kuebler [2020]

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COMMISSION ON MIDDLE SCHOOLS Janel Lafond-Paquin [2021]

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COMMISSION ON TECHNOLOGY Catherine Ousselin [2019]

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COMMISSION ON UNIVERSITIES Isabelle Drewelow [2022]

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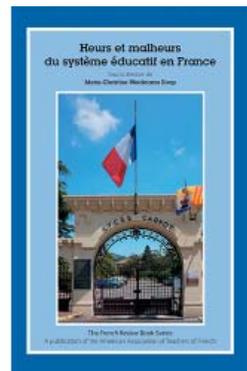
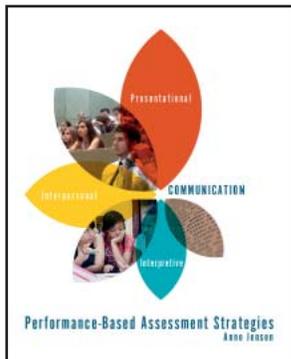
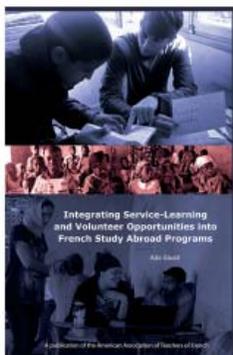
Jessica Sturm [2022]

Co-Chair
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AATF EXEMPLARY FRENCH PROGRAM

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF Web site? Then you may be a candidate for the new Exemplary French Program sponsored by the AATF. Read the indicators and apply on the official form by **February 15, 2020**.

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



1 ► SERVICE LEARNING

Two volumes on Service-Learning in French programs. Vol. 1 provides descriptions of programs; Vol. 2 shows them in practice with many helpful resources..

Member Price ► \$40

2 ► ASSESSMENT STRATEGIES

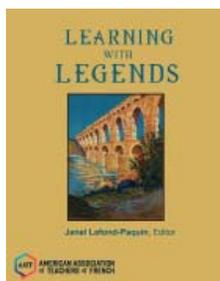
This volume contains 43 IPAs at Nov-ice, Intermediate, and Advanced Levels, produced by the AATF Commission on High Schools.

Member Price ► \$25

3 ► EDUCATION IN FRANCE

Titled "Heurs et malheurs du système éducatif en France," this volume is a collection of articles on the state of the French educational system.

Member Price ► \$60



4 ► LEARNING WITH LEGENDS

This contains eight lessons based on contes et légendes produced by the AATF Commission on Middle Schools.

Member Price ► \$20



5 ► CUISINER ET APPRENDRE

contains 34 illustrated recipes in French with classroom activities, reading texts, exercises. The cookbook is completed by a glossary and English versions of the recipes..

Member Price ► \$25



6 ► MARTINIQUE

Contains 14 *dossiers pédagogiques* which cover topics such as history, cuisine, environment based primarily on videos including panoramas, interviews, and documentaries.

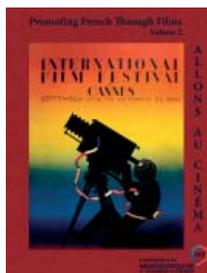
Member Price ► \$25



7 ► CINEMA VOL. 3 - IMMIGRATION

"Immigration et identité," Volume III contains twenty-one French and Francophone films appropriate for secondary and university levels.

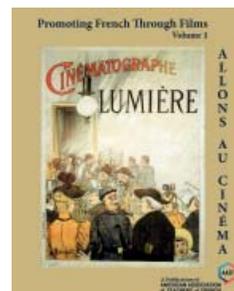
Member Price ► \$25



8 ► CINEMA VOL. 2

Seventeen French and Francophone films are presented in Volume II. All are appropriate for secondary or university levels; 3 animated films appropriate for middle school.

Member Price ► \$25



9 ► CINEMA VOL. 1

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

Member Price ► \$25

REGIONAL REPORTS

REGION III: MID-ATLANTIC

The past year of events for Region III ended at the national convention in Philadelphia in July 2019 where members of the Philadelphia AATF Chapter served as the local committee. They did an outstanding job working with headquarters on the planning and execution of a dynamic conference, welcoming the entire AATF community to our Mid-Atlantic Region. All chapters in the region are now active and are working to increase membership and participation.

Professional Development

In September 2018, AATF Past-President Mary Helen Kashuba, SSJ, presented a dynamic professional development workshop on "mai '68" at Chestnut Hill College. The Philadelphia Chapter also held an annual *soirée ciné* in January 2019 with the showing and post-film discussion of *Ce qui nous lie*. A wine and cheese tasting took place at a local wine bar with live music and door prizes in March 2019, with hopes of making this an annual event. *Le Rendez-vous des Retraités*, a social club for retired Philadelphia AATF members, held its inaugural event at a local French restaurant in April. At the chapter's spring professional development event, Karen Kuebler, President of the Maryland AATF Chapter, presented on teaching French across the curriculum. Three chapter newsletters highlighted *la Belgique* in the *la Rentrée* issue, *la Picardie* in the *Semaine du Français* issue, and *l'Occitanie* in the *Mardi gras* issue.

The Susquehanna Valley Chapter hosted an *apéro+atelier* for *la rentrée*, which combined appetizers with discussion focused on reading strategies. In November, Dickinson College's award-winning Trout Gallery hosted members for a workshop and lunch focusing on incorporating art in the language classroom. The chapter partnered with the Pennsylvania State Modern Language Association (PSMLA) for a March 2019 discounted workshop at Messiah College, focusing on language use in the world language classroom. Following the workshop, the chapter held its annual meeting during lunch. The Western Pennsylvania Chapter continue to hold three Saturday immersion sessions per year at the Shadyside Academy

campus outside of Pittsburgh, with a focus on *le théâtre*, *la décoration intérieure*, and *la Belgique*. During these Saturday events, the day is completely in French with pedagogical activities designed by the team for French teachers to try with their own classes.

Student Activities

In April 2019, the Delaware Chapter hosted a well-attended International Francophone Day for middle and high school students at the University of Delaware (UD). The day's activities target the "communities" goal of the state and national world language standards, with opportunities to communicate in French with native speakers as well as UD students and faculty and high school peers; to view exhibits prepared by UD students representing various Francophone areas of the world; to participate in an Afro-Caribbean dance workshop; to perform on stage; and to become acquainted with admission procedures to the university, the UD French program, and study abroad opportunities. For National French Week, the Maryland Chapter awarded numerous schools a mini-grant for their excellent and innovative activities at the high school and university levels. These plans are shared with the entire membership, so everyone can benefit from the great work around the state. Several Maryland schools shared their celebrations on social media which promoted French to other populations. In May 2019 the Central Pennsylvania Chapter's 6th-annual French Cultural Event featured a French film viewing, lunch, and activities on French culture and language related to 2014 film *La Belle et la Bête*. Three high schools brought French students to the event which was led by Bloomsburg University French professors and university French majors. In Northeastern Pennsylvania, the chapter worked closely with

Kings College in Wilkes-Barre to organize a second-annual Foreign Language Teachers Conference in March 2019. This year's topic was "Authentic Culture in the Classroom," and the 30+ teachers in attendance were able to hear from Dr. Darrell and Dr. Massey on key ways to incorporate culture. They plan to hold the event again next year. In April 2019, several members of the Virginia Chapter leadership presented a session in French for students from multiple high schools attending the *Congrès Français* event sponsored by Chesterfield County Public Schools.

Collaboration with Other Professional Organizations

Many AATF chapters collaborate with their state organizations to promote French initiatives. The Maryland Chapter encouraged growth with a French strand of presentations



REGIONAL REPORTS

at their Maryland Foreign Language Association (MFLA) state conference in 2018 and will continue this collaboration as MFLA has connected with ACTFL for the Washington DC convention in November 2019. The Western Pennsylvania Chapter also collaborates with its state organization; they shared a table at the PSMLA State Conference with AATF Past-President Mary Helen Kashuba, SSJ, to encourage AATF membership, to share ideas, and to distribute AATF literature and handouts. Virginia Chapter members attended the state language conference of the Foreign Language Association of Virginia (FLAVA) in October 2018, and at least six AATF members gave presentations.

Grand Concours

Every chapter has participation in the *Grand Concours* with many winners. The Maryland Chapter has been a leader in FLES for years as well as performing well at the other levels in the contest. Chapter President Karen Campbell Kuebler served in the role of National FLES Contest Administrator this year and enjoys working with projects on the national level. An annual awards ceremony takes place at Kings College, Wilkes-Barre, for the Northeastern Pennsylvania *Grand Concours* winners. The Philadelphia Chapter held a *Distribution des Prix* for area schools in May to celebrate students' successes. In May 2019, the Susquehanna Valley Chapter held its second annual *Remise des prix* ceremony and dessert reception for its winners and their families.

- ▶ Respectfully submitted,
Katy Wheelock
Region III Representative
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REGION IV REPORT: SOUTHEAST

Since fall 2018, Region IV has made progress in developing and recruiting strong leaders overall. Opportunities for professional development for teachers of French were numerous, and the AATF played important roles in providing them.

You have only to check out the Alabama

Chapter's Facebook page to see that they held many dynamic meetups this past year. With monthly workshops on technology, brain breaks, CI, and more, the chapter has much to offer.

In addition to area events, the February lineup of AATF workshops during the Alabama World Language Association (AWLA) conference included Catherine Ousselin and speakers from the French Consulate in Atlanta. The chapter is busy making plans to be a large presence at the SCOLT Conference this coming March in Mobile.

You should also look to Alabama when looking for ways to increase participation in *Le Grand Concours* (see page 10). Long-time *Grand Concours* Administrator Heather West makes it a point to contact personally French teachers that have participated in the past, reconnect with others, and search out new teachers to the state. Clearly, the students of the teachers in her chapter see the benefit it participating, since the numbers in Alabama are always rising.

In Florida, there were two main AATF French teacher gatherings this year. The first was during the annual October Florida Foreign Language Association (FFLA) conference. There were French language sessions on a wide variety of topics. Many more French-centric sessions are planned for this year's conference in Orlando.

There were several regional meetings throughout the state, with a social gathering and business meeting at the annual statewide student competition, *Congrès de la culture française*.

This student competition includes hundreds of students and has been held in March for the last 65 years. Sadly, its founder, Suzanne Carrell, passed away in May. This year's Florida French Teacher of the Year was given in memoriam to another

AATF advocate, Astrid Augat. The chapter awarded two small grants and three student scholarships.

The Georgia Chapter always starts the year out with a bang. They recently held a TV5 training session and a three-hour workshop at the Foreign Language Association of Georgia (FLAG) conference in March, co presented by chapter leaders Stéphane Allagnon, Svetla Dimova, and Nathalie Brown entitled "Where Can You Find Resources for Your French Program?" They also held a full-day meeting at Oglethorpe University in February which included a talk by Dr. Jay Lutz, a museum visit, roundtables, and a summer opportunities presentation. Other activities this year included a wine and cheese gathering and a film presentation: *Les grands esprits/The Teacher*." The chapter offered discounted tickets for an Atlanta Hawks game twice and tickets for the Atlanta Symphony Orchestra for their "Vive la France" evening. The annual immersion weekend for high school students (French 2 and up) is organized by Whitney Dubrulle. The weekend includes a recognition ceremony for all the students who attended for the third year in a row. This year, participation increased by 40%.

As usual, the chapter also participated in various other events in collaboration with the *Consulat de France* and the Georgia Department of Education: *La Festival Francophonie* and the Lafayette Junior Debates. Following the national Lafayette Debates model and using this year's topic: "Democracy is the



Students from Triton High School (MA)

best hope for peace," students from a French exchange program held a debate with mixed teams (French and American, juniors and seniors).

During the fall, the Mississippi Chapter held workshops on "Celebrating France World Champions" (Sports), the 300th anniversary of New Orleans, and "There's a World Outside of Cheddar" (Gastronomy). For students, the chapter held a karaoke competition and a day called "Crêpe it up." The chapter worked with the mayor of Hattiesburg who signed a proclamation for National French Week. Other activities within their local communities included "Halloween à la Française," a presentation about Simone Veil for women's month, participation in the International Food Fair Festival, and movies and conversation tables.

The North Carolina AATF Chapter held three professional development events this year. The chapter had a strong presence at Foreign Language Association of North Carolina (FLANC) conference with four excellent member presentations about Québec, standup comedy in the classroom, conjugation songs, and homework choice for students. In January, member Emily Burrus held a webinar to highlight the French content she learned at the ACTFL convention.

The joint spring conference, held in tandem with AATSP in North Carolina, was held at the Cannon School in Concord, NC, where participants were treated to a keynote session entitled, "World Languages: The Game of Life." Members presented on various aspects of playtime in the world language classroom, such as *comptines* and *chansons*, holidays in French class, and music as intercultural communication. Many chapter members took students to the Lenoir-Rhyne Language Festival in April. Students competed in skits, singing, cultural bees, extemporaneous speaking, and poetry recitation. The whole day was based around what students can do in the target language, and language students at Lenoir-Rhyne University help to put on the language festival.

The South Carolina Chapter also offered a TV5 training session and hosted the SCOLT Conference in Myrtle Beach this past March. There were many French-centered workshops from which to choose. The chapter is currently busy working on a Francophone festival, so watch for details!

- ▶ Respectfully submitted,
Deanna Scheffer
Region IV Representative
deannascheffer@gmail.com



OUTSTANDING SENIOR IN FRENCH AWARD

Recognize outstanding students at the high school or university 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
- ▶ 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:



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:

<https://frenchteachers.org/promote-french/awards-and-grants/> or sra@frenchteachers.org
[Basic award: \$25 / Award + medal: \$35]



FLEUR DE LYS MEDAL

Reward students with this small fleur-de-lys medallion. It is this silver-colored, 1 inch in diameter, with a raised fleur-de-lys design surrounded by a laurel wreath border. The back side of the medal can be engraved. It can also be used as a pendant or charm.

Price includes shipping and handling. \$7.50 each; 3 for \$18.

All awards and medals are available at <https://store.frenchteachers.org/>

AATF NATIONAL FLES* COMMISSION 2020 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

PLEASE TAKE A PHOTO OF THE POSTER BEFORE IT IS SENT! POSTERS BECOME THE SOLE PROPERTY OF AATF AND ARE NOT RETURNED.

The AATF National FLES* Commission is delighted to announce the 2020 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in public, private, and home schools are eligible. We hope you will encourage your students to participate and support them with some research and learning for the contest. AATF chapters should publicize the Contest. Individual teachers may submit up to three posters in each category to the National FLES* Commission Poster Contest which is chaired by Karen Campbell Kuebler. In celebration of the convention in Trois-Rivières in July 2020, we will focus on the many adventures available in this city and the fact that Trois-Rivières hosts an International Poetry Festival each year (<https://www.fiptr.com/fr>). The theme for this year's contest is:

Trouvons les Aventurières à Trois-Rivières Find the Adventurers in Trois-Rivières

Let the poetic adventure begin! We will highlight the winners as postcards during the annual convention. See Learning Targets with specific details.

REQUIREMENTS

1. Entries MUST be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.
2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers MUST be current members of AATF.
4. Each poster MUST be accompanied by the AATF student information form found on the next page. PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER. All information must be completed for the poster to be submitted.
5. Entries will be limited to THREE PER TEACHER FOR EACH CATEGORY. The teachers are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort. See Learning Targets for specifics.
6. Each teacher should send the posters postmarked by **March 2, 2020** to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; email: [kkcdanser@verizon.net].

Please mail the posters flat, first class, and protected by cardboard. Winners will be notified in early May.

The first-place winners in each category will receive a cash prize from the national office. Winners in second and third place will receive gifts from the national office. All place winners will receive certificates from the contest chair. Certificates of participation will be sent to all students from the contest chair too. We again look forward to receiving creative posters from students throughout the country for the 2020 National FLES* Poster Contest.

The poster contest judges will be using these learning targets to further clarify the applicability of theme, creativity, and effort. **For each category this year: I can include evidence of poetry on my poster.**

K-1 & 2-3 categories

- ▶ I can identify three different details about Adventurers in Trois-Rivières on my poster.
- ▶ I can identify the contest theme on my poster.
- ▶ I can show my effort and attention to neatness on my poster.

4-6 category

- ▶ I can identify four different details about Adventurers in Trois-Rivières on my poster.
- ▶ I can identify the contest theme on my poster.
- ▶ I can show my effort and attention to neatness on my poster.

7-8 category

- ▶ I can identify five different details about Adventurers in Trois-Rivières on my poster.
- ▶ I can identify the contest theme on my poster.
- ▶ I can show my effort and attention to neatness on my poster.



PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.
PLEASE PRINT EACH RESPONSE CLEARLY!

Student's Name: _____

School: _____ Grade: _____

School Address: _____

City/State/Zip _____ School Phone: _____

Principal's Name: _____

Sponsoring Teacher: _____

Teacher's Telephone: _____

Teacher's Email: _____

SIGNATURES (All are required)

We understand that this poster becomes the sole property of the National FLES* Commission of the AATF and may be duplicated in publications and/or displayed at meetings.

Student _____ Date _____

Parent/Guardian _____ Date _____

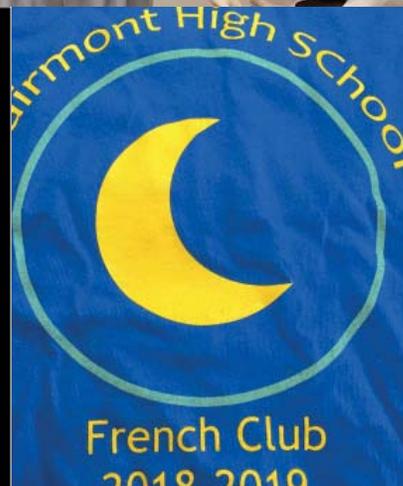
Sponsoring Teacher _____ Date _____

PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.

FRENCH CLUBS CREATE THEIR OWN TEE-SHIRTS



"Parlez-moi en français, je veux apprendre"



Contributing schools, clockwise from upper left:
Kettering Fairmont High School (OH), Bettendorf High School (IA), Horning Middle School (WI), Fairmont High School (OH), Triton High School (MA), Triton

CHAPTER NEWS

Allison Ramey and Leah Duprès joined President Barbara Brousseau as the chapter's Vice-President and Secretary. In addition, the chapter has created a new social media manager position and Katie Thomas, who attended this year's Future Leaders program in Philadelphia, is doing a fantastic job. She includes many practical teaching ideas in her posts. The chapter is excited to add an even more solid online presence this coming year with a website that will include job postings. Katie [mmekthomas7@gmail.com] will also be a main point of contact for professional development opportunities, which are numerous for teachers of French in Alabama, and as the person to whom news about school and student activities should be sent.



After participating in the Future Leaders Program in Martinique, Maryland member Henriette Sindjui presented at the Maryland State Conference in October 2019 and now serves on the Maryland Chapter's executive board as Secretary.



Welcome to our new chapter officers Keltoum Rowland, Jennifer Weir, Jennifer Kelly, and Alia Elkhtib.



Chapter members Jeff Pageau and Caroline Hocutt kicked off their podcast "The Collaboration Café" in September 2019 where the duo discussed ways to advocate for French programs, how to incorporate culture into instruction, and highlights from their local FLANC conference. The Collaboration Café can be found in Spotify, Google Podcasts, and iTunes.



After many years leading *Le Grand Concours* in Florida, the amazing Cheryl Thingvold is passing the baton on to new co-directors Marilyn Shaffer [mshaffer@communityschoolnaples.org] and Caroline Ferrari [cferrari@communityschoolnaples.org].



Un grand merci to Rachel Fowler for her service as the local *Grand Concours* Administrator and *bienvenue* to Pascale Datta [pdatta@theglobeacademy.net] for volunteering to take on the role.



The chapter also celebrates long-time Treasurer Dave Steegar, who was Treasurer for 13 amazing years.

The North Carolina Chapter is fortunate to offer the Couch Scholarship, a study abroad scholarship fund exclusively for university students who are majoring in French in 2019, five travel awards were given to deserving students.

CALL FOR AATF COMMISSION PROPOSALS

The AATF solicits proposals from members interested in serving, for a term 2020-2022, as a Commission Chair.

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

Commission Chairs must also agree to [1] maintain AATF membership; [2] prepare a report for the *National Bulletin* (at least once per 3-year term); [3] attend the AATF convention and organize a Commission session or designate a commission member to do so; [4] propose/present at least one commission-related session at another conference; [5] include in commission activities a component to recruit new AATF members; and [6] prepare an annual report to be submitted to the Executive Council by June 30 each year.

Commissions which are up for renewal or which need chairs for the term 2020-2022, along with their objectives, are:

Commission on Cinema: to propose products, materials, or services that further understanding of French and Francophone cinema.

Promotion of French: to propose products, materials, or services that encourage teachers to make the promotion of French and of their programs a regular part of their professional activities.

Technology: to propose products, materials, or services that promote the use of new technologies in the French classroom.

Proposals should be emailed to AATF President Anne Jensen by **December 15, 2019** [anne.jensen@frenchteachers.org]. Contact her also to discuss ideas for projects. Proposals are welcome from new and incumbent chairs. Incumbent chairs must submit a new proposal or request an extension on their existing proposal to continue.

CALL FOR PROPOSALS 2020 CONVENTION IN TROIS-RIVIÈRES

The online call for proposals for the 2020 AATF convention, to be held July 15-18 at the Delta Trois-Rivières Conference Center has been posted on the AATF website at <https://www.frenchteachers.org>. Proposals will be accepted until **December 1, 2019**. The theme for this year's convention is "Immersion culturelle et renouveau pédagogique: l'AATF à Trois-Rivières." Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.



À VOTRE AVIS...

A PLACE TO SHARE IDEAS, THOUGHTS AND PRACTICES

What's your favorite French club/Cercle français activity?

- ▶ **Irene Gifford** [CT]: Create the Eiffel Tower Contest using only marshmallows and spaghetti (regular size, not thin). Assign needed materials at the previous meeting, show a quick YouTube video, then group the students in 3s or 4s. Students have to speak in French as they work together; use a timer to keep it exciting, and award prizes for the most stable, most creative, nicest looking, best team work, etc.
- ▶ **Christine Berg** [NJ]: Every year, my students organize a "Hoops for Haiti" 3-on-3 basketball tournament to benefit the Haitian People's Support Project. It is the highlight of our year. Students and staff from the entire school participate. Our superintendent even plays on a team! The winners receive "Hoops for Haiti Champion" T-shirts and gift certificates to a local French bakery. It is lots of fun, promotes the French program, and supports a good cause.
- ▶ **Anne Jensen** [CA]: I had many favorite activities for my French Club, but oddly enough, one of the students' favorite activities was "La guerre des post-it." This activity works best on classroom

windows but can be adapted to any classroom. I first showed students the photo and article on the Paris office workers who started a sticky-note war (<https://www.theguardian.com/artand-design/2011/aug/30/paris-post-it-wars-french>). Then they divided into teams (one team for each window in my classroom). I handed out a bag of multicolored sticky-notes to each group and told them that they had to come up with a design related to the Francophone world and then create their masterpiece as a team. Students made designs of an escargot, the Eiffel Tower, the Arc de Triomphe, a chef's hat, a map of France, and many more. Once they were finished, we asked the French club officers to judge and vote for the best design. The sticky-note designs stayed up all semester and became great publicity for our program. Students from other clubs came by my classroom and asked if their club could do a sticky-note competition also!

Our question for the January issue is: As a teacher, what is your biggest struggle? Share your response (and pictures) via the AATF Facebook, NB Twitter (@AATFNFB), or email nbeditor@frenchteachers.org. *Merci!*

NOMINATIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region I (New England—CT, Eastern MA, ME, NH, RI, Western MA/VT), Region VI (West Central—Chicago/Northern IL, Kansas City, St. Louis, Downstate IL, IA, MN, WI), and Region VIII (Southwest—AZ, HI, NM, NV, Northern CA, San Diego, Southern CA, UT) for a three-year term, 2021-2023. Nominees must be members in good standing of the AATF and reside within the region that will be electing a representative.

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

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee at (rrnominations@frenchteachers.org) by **March 1, 2020**.

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

UPCOMING EVENTS

DETAILS AT WWW.FRENCHTEACHERS.ORG

CONGRÈS	
FEBRUARY 6	JNCL-NCLIS DELEGATE ASSEMBLY À WASHINGTON THE AATF PRESIDENT & EXECUTIVE DIRECTOR WILL BE IN THE CAPITAL TO LOBBY MEMBERS OF CONGRESS FOR SUPPORT FOR LANGUAGE ISSUES..
FEBRUARY 13	NORTHEAST CONFERENCE THE AATF WILL AGAIN BE PRESENT IN NYC AT NORTHEAST CONFERENCE. NUMEROUS SESSIONS WILL BE GIVEN BY AATF MEMBERS AND WE WILL HAVE AN EXHIBIT BOOTH WITH ALL OUR NEW MATERIALS. 
DATE LIMITE	
FEBRUARY 1	DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS RECOGNIZE AN OUTSTANDING TEACHER BY NOMINATING A COLLEAGUE FOR ONE OF THESE AWARDS WHICH ARE MADE AT THE ELEMENTARY, MIDDLE, HIGH SCHOOL, AND POST-SECONDARY LEVELS.
ACTUALITÉ AVEC L'AATF	
EXEMPLARY PROGRAM AWARDS IF YOU WOULD LIKE TO APPLY FOR EXEMPLARY PROGRAM STATUS, PLEASE CONSULT THE INFORMATION ON OUR WEBSITE OR SEE PAGE 22.	
CONGRÈS DE L'AATF À TROIS-RIVIÈRES MAKE PLANS NOW TO ATTEND THE CONVENTION IN TROIS-RIVIÈRES, QUÉBEC. HALF-WAY BETWEEN MONTRÉAL AND QUÉBEC CITY, THIS CITY OF 130,000 AND IS 95% FRANCOPHONE. TWO TRAVEL AWARDS ARE AVAILABLE. (SEE PAGE 13). SUBMIT A PROPOSAL BY DECEMBER 1 (SEE PAGE 29),	
BOURSES OFFERTES AUX MEMBRES DE L'AATF WATCH FOR ANNOUNCEMENTS ABOUT SCHOLARSHIP OPPORTUNITIES FOR 2020. IN ADDITION TO THE JANE BLACK GOEPFER AATF TRAVEL SCHOLARSHIPS, WE ALSO EXPECT TO HAVE AWARDS FROM THE COMMUNITÉ FRANÇAISE DE BELGIQUE, THE FRENCH GOVERNMENT, AND FRANCOPHONIA NICE. THE WALTER JENSEN SCHOLARSHIP IS AVAILABLE FOR STUDENTS PREPARING FOR A TEACHING CAREER.	

FEBRUARY 1

ÉVÉNEMENT VEDETTE

LUDWIG AWARDS

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARD

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

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2021, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Trois-Rivières in July 2020.

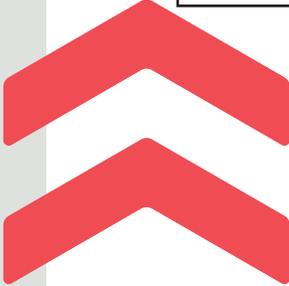
Nominations may be made by any AATF member in good standing or by an AATF chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2020**. Please see [<https://frenchteachers.org/promote-french/awards-and-grants>] for additional information and the application form

Nomination packages, which should not exceed 5 pages, will be evaluated for evidence of (1) outstanding teaching experience, (2) professional growth and development, and (3) contribution to the profession. Submit the nomination packet electronically in .pdf format (one file with the candidate's name in the file name) to [awards@frenchteachers.org].



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REMINDER: IMPORTANT DEADLINES AND DATES

- DECEMBER 1** Deadline for proposals for the AATF Convention in Trois-Rivières [see page 29]
 Deadline for nominations for Outstanding Administrator [see page 20]
- DECEMBER 15** Deadline for applications for the Leadership Program [see page 21]
 Deadline for Proposals for AATF Commissions [see page 29]
- JANUARY 15** Deadline for applications for Convention Travel Award [see page 13]
- FEBRUARY 1** Deadline for nominations for the Ludwig Excellence in Teaching Award [see page 31]
- FEBRUARY 15** Deadline for Exemplary Program applications [see page 22]
- MARCH 1** Deadline for applications for the Valette Legacy Award [see page 17]
 Deadline for applications for AATF Small Grants [see page 10]
 Call for AATF Nominations [see pages 4 and 30]
- MARCH 15** Deadline for applications for Jensen Scholarship [see page 16]

CONTACT REPRESENTATIVES OF QUÉBEC : If you are looking for support or information from the Government of Québec 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/

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

TROIS-RIVIÈRES

July 15-18, 2020

Watch for updates:
www.frenchteachers.org

« Immersion culturelle et re-nouveau pédagogique: l'AATF à Trois-Rivières »



**AMERICAN ASSOCIATION
 of TEACHERS of FRENCH**