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NATIONAL BULLETIN

LE QUÉBEC : LA BELLE PROVINCE

Le 93^e congrès de l'AATF aura lieu en juillet prochain au Québec dans la ville de Trois-Rivières.



AMERICAN ASSOCIATION
of TEACHERS of FRENCH

à 6
PY HOUR

FRANÇAIS AU BORD
DE LA MER 8

SALUT LES JEUNES.... 12

EMPOWERING LEARNERS
IN THE LANGUAGE
CLASSROOM..... 18

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MESSAGE DE LA PRÉSIDENTE

My dear members. I hope that this new year finds you happy and productive in your lives and that 2020 will bring you much joy. As you all know, our conference in Trois-Rivières, Québec is only several months away, and we hope that you are all planning to attend.

INTEGRATED PERFORMANCE ASSESSMENTS

In this message I would like to discuss the theory of Integrated Performance Assessment (IPAs). During my last years of teaching at Gunn High School in Palo Alto, CA, until 2015, I was very involved in implementing IPAs into my teaching. Since retiring I have been teaching methods at San Jose State University, and in that class we also spend much time helping students develop their own IPAs. For those of you don't know what is involved in developing IPAs here are the essentials.

First, Integrated Performance Assessment is a way of measuring student progress and proficiency at the end of a chapter or unit. It involves creating assessments that use the three modes of communication: interpretive, interpersonal, and presentational. Interpretive assessments involve reading or listening to authentic texts and responding to questions, graphics, or other questioning techniques. Interpersonal assessments involve having students communicate with one another orally in partner or small group work or in written form, such as through emails, blogs, or other modes of electronic communication. Presentational assessment involves creating oral presentations that students rehearse and prepare to present to the class, or for recorded and written presentations that involve writing essays, letters, creating brochures, pamphlets, stories, etc. These integrated performance assessments do not necessarily all occur at the end of the unit but can occur

halfway through or prior to the presentational assessment tasks. The important aspect is that these assessments occur throughout the chapter and semester to ensure that students build their skills in interpretive, interpersonal, and presentational communication.

How do you create a variety of performance assessments to use in the classroom? Do you have to abandon all other testing formats? These questions often plague teachers as they try to implement Integrated Performance Assessment. As for how to come up with a range of performance assessments to use throughout the semester, it actually becomes easier the more you begin using IPAs. You do not have to abandon the tests you traditionally give. However, you will find that the data you collect from the IPAs is far more valuable than traditional test results because it measures student performance using the three modes of communication, whereas traditional grammar tests probably only measure regurgitation of grammar concepts.

Here is an example of an IPA I recently created for a French level 3 class on the role of nature in a student's life.

Essential question: How am I connected with the natural world?

Interpretive mode

1. Students will begin by watching a short video clip from TV5 in which students are in a park and must interview passersby about what they appreciate about nature.
Link: <http://enseigner.tv5monde.com/fle/dans-le-parc-1416>
They complete multiple choice questions

and short answer questions based on what they understand from the short interviews.

« **...you will find that the data you collect from the IPAs is far more valuable than traditional test results because it measures student performance using the three modes of communication** »

2. Students will then research animals that are in danger by exploring the website below. They fill in a graphic organizer in which they list three animals in danger, where they are located, why they are endangered, and what should be done to protect them.
<http://www.especes-menacees.fr/animaux/>
3. Robert Desnos has written a collection of short poems called Chantefables in which he describes many different animals. Students will visit the website and choose three different poems to analyze. They fill in a graphic listing the animal described, important phrases used to describe the animal, and their reaction to the poem.
<http://www.unjourunpoeme.fr/auteurs/desnos-robert>
The teacher will also assign students to write their own short poem about an animal using the style of Robert Desnos.

Interpersonal mode

1. Within a group of four each student will share information about an animal that is in

MESSAGE DE LA PRÉSIDENTE (SUITE)

danger using the subjunctive of emotion and opinion. They will ask each other questions about why it is important to protect this species. For grading purposes this conversation can be recorded and uploaded to the teacher's communication platform. On the class blog or communication platform, students will describe an experience they had in the natural world that changed their perspective, moved them, or was meaningful to them in some way. They will use the subjunctive of opinion to express their views.

Presentational mode

1. You have been studying the beauty and problems in the natural world. In your group you will be assigned a specific region in the francophone world that has endangered species. After you have researched this problem create a PowerPoint/Prezi in which you do the following: [1] identify the problem and describe it using visuals. [2] Discuss what is being done to prevent the problem by the government and the local community [3] Make recommendations about what should be done to further protect this endangered species. [4] Give your personal opinion about this particular problem. Use the subjunctive and imperative throughout your oral presentation as well as vocabulary relevant to your presentation. You will be graded on your content, vocabulary, language use, pronunciation, and fluency.
2. Write a letter or email to the IFAW (Fonds international pour la protection des animaux) expressing your concern about the problem of a particular endangered species. Identify the problem, give your reasons for concern citing specific statistics, and make recommendations to the agency responsible for solving this problem. Use the subjunctive throughout your letter and relevant vocabulary you have learned. Bring a rough draft to class for peer editing and revision. Once you have finished your editing, upload your final version to the class page or communication platform. You will be graded on your content, vocabulary, language use, and mechanics. IFAW website: <http://www.ifaw.org/france/frontpage>

In order for students to do well on these integrated performance assessments they will need to have studied the subjunctive tense and be familiar with the vocabulary of the

natural world. The advantage of these assessments is that they are not textbook dependent but could be used with any textbook you have. They are also fun for students and involve the use of authentic texts and websites. I can assure you that if you try this assessment with your students you will be surprised at the results they can produce.

Using IPAs with your students is a very worthwhile experience because it totally changes your perspective of your students. You see them as producers of the language not just as receptacles of information. They become more motivated to do well using the target language and become more familiar with the terminology of the three modes of communication. These modes of communication are important once they reach the AP French class because in the AP exam their proficiency is based on interpretive oral and written, interpersonal oral and written, and presentational oral and written. Therefore, it is important to start incorporating IPAs from level 1 so that students are familiar with the concept and build their skills accordingly.

ACTFL has many resources available on IPAs. Our AATF store also has available a manual that I recently wrote on using IPAs in the French classroom. If these publications are of interest to you, please visit the AATF or ACTFL websites for more information on the purchase of these materials.



► **Anne Jensen**
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BOURSES OFFERTES AUX MEMBRES DE L'AATF

Watch for announcements about scholarship opportunities for 2020. In addition to the Jane Black Goepper AATF travel scholarships, we also expect to have awards from the Communauté Française de Belgique, the French government, and Francophonie Nice. The tentative application deadline will be February 15, 2020.



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.



MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Je vous souhaite un heureux et prospère 2020. Si vous n'avez pas encore renouvelé votre adhésion à l'AATF, je vous encourage à le faire maintenant. Si vous voulez participer au Grand Concours, à la Société Honoraire de Français, à la société des Jeunes Amis du Français ou enfin au congrès de Trois-Rivières, il est important de vous occuper de votre cotisation à l'avance.

POURQUOI DEVENIR MEMBRE DE L'AATF?

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

« Une association comme la nôtre ne peut pas fonctionner sans l'appui de tous les membres. »

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

RENOUVELLEMENT DE L'AATF

L'année 2019 a vu un renouvellement de l'image de l'AATF. Nous travaillons depuis un an avec une agence de communication au Québec afin d'élaborer une campagne de recrutement basée sur les médias sociaux et sur le développement d'une communauté de professeurs de français qui partageront leur savoir et leur enthousiasme pour le français.

Vous avez déjà remarqué le nouveau look de ce Bulletin et du site Web ainsi que de nombreux de nos documents et articles promotionnels. L'année 2020 verra un renouvellement de bien d'autres aspects de l'AATF et la création de nouveaux outils pour renforcer la communauté des professeurs de français.

De nos jours, les communautés sont virtuelles aussi bien que réelles, et les demandes professionnelles et personnelles sur les professeurs de français ne cessent d'augmenter. Nous voulons que l'AATF continue à être l'endroit où enseignants à tous les niveaux et de tout âge peuvent trouver soutien, conseils et inspiration. De nombreux collègues sont isolés, le seul professeur de français dans leur établissement, et n'ont que rarement l'occasion de voyager dans des pays francophones.

Soyez à l'écoute des nouveautés qui verront le jour en 2020, et ajoutez votre voix à la création d'une association dynamique et innovatrice, toujours à l'écoute de ses membres.

SERVICES ET RÉCOMPENSES

Nous essayons d'offrir aux membres de nombreuses ressources pour promouvoir leur programme, pour récompenser leurs élèves et pour inspirer leur travail en classe. Pensez à proposer votre programme pour obtenir la désignation «Exemplary Program» [page 24]. C'est un moyen d'attirer une attention positive et de renforcer la valeur du programme auprès des administrateurs.

En plus du Grand Concours et de la Société Honoraire de Français, mentionnés ci-dessus, vous pouvez nommer un/e élève pour un *Outstanding Senior in French Award* ou pour l'*Excellence in French Award*. Nous offrons le *Walter Jensen Scholarship for Study Abroad* qui est destinée à un/e étudiant/e qui se prépare à une carrière d'enseignant. N'oubliez surtout pas les différentes compétitions et activités d'immersion qui auront lieu dans bon nombre de nos chapitres.

(Image ci-dessous: Pont Laviolette)



MESSAGE DE LA SECRÉTAIRE GÉNÉRALE (SUITE)



Les membres de l'AATF ont aussi accès à des bourses d'été et des *Small Grants*. En 2019, nous avons pu accorder deux bourses pour la Belgique, une pour la France, cinq pour Francophonie Nice et deux *AATF Professional Development Scholarships* que les récipiendaires ont utilisé pour des programmes d'été en France et au Québec.

CONGRÈS DE TROIS-RIVIÈRES

Venez nous rejoindre pour le congrès de l'AATF du 15 au 18 juillet 2020 à Trois-Rivières. Nous nous réunirons au Delta Centre de Congrès. Profitez d'un congrès entièrement dévoué au français et amenez votre famille pour visiter cette belle ville. Le thème du congrès, « Immersion culturelle et nouveau pédagogique: l'AATF à Trois-Rivières », nous permettra d'explorer tous les aspects du monde francophone et de l'enseignement du français tout en tenant compte de cette longue histoire d'amitié qui lie notre pays à la France.

► **Jayne Abrate**
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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!

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 post-secondary (university, college, or community college). The purpose of the award is to recognize teachers who have demonstrated excellence and commitment in the teaching of the French language and French and Francophone cultures and literatures.

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

TROIS-RIVIÈRES AATF CONVENTION

► **July 15-18, 2020**

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LE FRANÇAIS AU BORD DE LA MER A GREAT SUCCESS

For the first time, the University of Maine at Augusta (UMA) sponsored a full weekend immersion in French language and Francophone culture in September at the UMaine Cooperative Extension Blueberry Cove Camp site. Co-Coordinator of the weekend, UMA Professor Chelsea Ray and French Instructor Julia Schulz, presided over the planning with administrative support from UMA staff. Over sixty people—high school and university students (some attending with their French teachers), French teachers, and adult community members participated, traveling from all over Maine as well as Québec, Massachusetts, New York, and New Jersey. Participants regarded the weekend as a great success. According to Ray: "All of the elements were there: very enthusiastic participants with a high level of French; talented and knowledgeable workshop leaders offering lots of choices; wonderful and authentic meals; lovely Maine fall weather; and a tranquil and beautiful coastal site!"

The volunteer staff of 17 French teachers included four UMA students on exchange this year from the *Université de Bretagne Occidentale* in France. The workshops were wide ranging, including crêpe-making, *pétanque*, traditional French-Canadian folksongs and dancing, diversity in French language, politics in France today, puppet shows and theatre exercises, baking croissants, games, and even knitting—all entirely in French.

Evaluations made it clear that the group greatly appreciated the diversity of ages, French language abilities, and cultural origins represented. When asked what they liked best about the weekend, one replied, "My absolute

favorite part of the weekend was simply being able to connect with other French speakers and the sense of community that was quickly formed over the two days. I enjoyed working

« **This is an opportunity for students and teachers to experience everyday life and ordinary conversation entirely in French.** »

together in the kitchen and also really enjoyed the dancing." Another wrote, "It was a great boost to my confidence in my abilities."

Schulz described the purpose of the weekend: "This is a rare opportunity for students and teachers of French to experience everyday life and ordinary conversation entirely in

French, having fun while enjoying familiar or new activities together. Teachers boost their knowledge and learn new classroom strategies, and learners might be trying out their conversational skills for the very first time here, in this supportive environment."

Scholarship sponsors for the weekend included the University of Maine and the AATF Maine Chapter led by president Nathalie Gorey. An AATF Small Grant helped to support the weekend as well as donations from Borealis Bread, Ducktrap of Maine and individual farmers and gardeners. For more information about the weekend immersion program, please see the French at UMA website: <https://www.uma.edu/academics/programs/french/events/>

► **Chelsea Ray**
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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 [vpnominations@frenchteachers.org] no later than **March 1, 2020.**

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.

CONTRIBUTE TO SCHOLARSHIP FUND

We invite AATF members and colleagues to contribute to a scholarship fund in honor of the late Jane Black Goepper, longtime editor of the *AATF National Bulletin*, who passed away in 2018. At the behest of her family, we are collecting money to be used for a scholarship in her memory. Jane was a true global citizen, world traveler, and teacher/mentor. Hopefully, the funds collected will allow others to start their global adventure. We currently have \$3425 received or pledged. To contribute, go to [<http://frenchteachers.org/hq/donate.htm>] or send a check to AATF Goepper Scholarship Fund, 302 North Granite Street, Marion, IL 62959. Thank you for your support.



QUELLE EST L'EXPRESSION ÉVOQUÉE PAR CETTE IMAGE?

In 2017 I was on the French forum [<http://www.languefrancaise.net/forum/index.php>] when I had an idea for a game: post a picture that should bring to mind a French expression; the other players would then try to guess what it was and post their own pictures : pfinn60 *Quelle est l'expression évoquée par cette image?* was born.

When I first proposed the game, I didn't even know the necessary fundamentals of HTML to post a picture. Since then, I have mastered the tools for webmastering my game .

Some 1,500,000 page views later, the game is flourishing. The other players are all French : linguists, theoretical mathematicians, former university faculty members and all, lovers of words and *jeux de mots*.

Here are some examples of what we players call enigmas. You can find the answers at the end of this article.



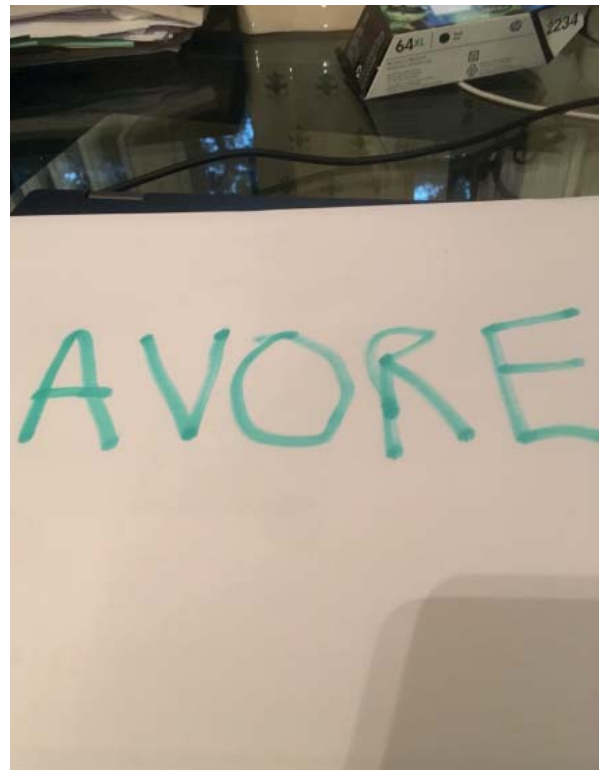
As the lone American on the game (they tolerate me because I created it), I have had endless enjoyment because of the brilliance of the other players and have learned something new every day because of all the authentic language exchanges between the players who post clues to help the others come up with the answer.

As an active part-time teacher of French, I thought that the game might also be useful for classroom instruction. So, I gave a list of French expressions to my students and asked them to find pictures on the internet that would elicit these expressions. I told them to create a Power-Point presentation and randomize the order of the sayings or proverbs. When they presented, the other students had to guess what expression they were eliciting. It was fun and not boring because of the creativity of each student in depicting the expressions and also because the randomized order made

the activity unpredictable and a challenge. I encouraged the student presenters to give clues in French to their classmates to move the game along. I found this particular « truc pédagogique » a nice addition to my teaching arsenal and hope some of you do too.

► **Patrick Finnegan**
The Oak Knoll School (NJ)
pfinn60@gmail.com

Solutions to enigmas : [1-en bas à gauche] être au courant; [2-centre] en avoir marre [de café]; [3-en bas] à votre santé [sans -t]





WINNERS OF THE 2019 AATF FRANCOPHONE TRIVIA CONTEST

WINNERS OF THE 2019 AATF NATIONAL FRENCH WEEK FRANCOPHONE TRIVIA CONTEST

Félicitations aux gagnants et à leurs professeurs. Merci à tous les élèves qui ont participé!

LEVEL A [GRADES 1-8]

Student name	School	City, State	Teacher Name	Score
Collin K.	Pocono Mountain West Junior High	Pocono Summit, PA	Sonja Cassidy	35264
Katie W.	The Langley School	McLean, VA	Mary Ellen Lederer	24347
Mia L.	Lake Highland Preparatory School	Orlando, FL	Sandrine Villagrasa-Butler	23422
Davide B.	Steonham Central Middle School	Stoneham, MA	Valerie Hays	23406
Kamara W.	Rye Junior High School	Rye, NH	Jennifer Bell	22481
Abigail P.	Fort Worth Country Day	Fort Worth, TX	Rob Napier	22355
Summer S.	Columbia Middle School	Berkeley Heights, NJ	Ashlee Combe	19126
Oliver R.	Diamond Middle School	Lexington, MA	Elisabeth Passeri	18417
Matthew S.	Awty International School	Houston, TX	Glsele Dwyer	17976
Benjamin Z.	Marblehead Veterans Middle School	Marblehead, MA	Kristen Russett	16963

LEVEL B [GRADES 9-12 & UNDERGRAD]

Student name	School	City, State	Teacher Name	Score
Deja B.	Planfield South High School	Planfield, IL	Sevgi Acik	30453
Megan S.	Napa High School	Napa, CA	Sandrine Munguia	27037
Joel H.	Pocono Mountain West High School	Pocono Summit, PA	Sonja Cassidy	24224
Nick W.	Oliver Ames High School	Easton, MA	Patrick Sharkey	23683
Carson C.	St. Xavier High School	Louisville, KY	Anne Cornschein	22310
Charlie K.	Montgomery Bell Academy	Nashville, TN	Ben Trotter	20457
Madison H.	New York University	New York, NY	John Moran	18034
Kamran G.	Pascack Valley High School	Hillsdale, NJ	Teresa DelGiudice	15418
Jeremy S.	Clayton High School	Clayton, MO	Elizabeth Caspari	14564
Jay M.	Carroll Senior High School	Southlake, TX	Rebecca Gould	11285

DÉCOUVREZ TROIS-RIVIÈRES, QUÉBEC!

► Congrès annuel de l'AATF
du 15 au 18 juillet 2020





SALUT LES JEUNES!

LA FÊTE DE LA SAINT VALENTIN

Here's an opportunity to get your elementary aged students interacting in French and using props. This short play for two characters takes place at school and can be used for Valentine's Day since it involves flowers and candy. First, divide the students in groups of two and use choral recitation to introduce and practice the dialogue. Then, distribute props to each group and do the dialogue again with gestures and movements. Students can make paper flowers and candies for the props. You may wish to add a narrator for the introduction of the characters and props. The entire class can use their voices to be the bell sound. After practicing with the entire class several times over two or three days, ask for volunteers to do the entire play. Amusez-vous!

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

LA CLOCHE

Voici Pierre. Voici Margot. Voici une fleur. Voici un sac de bonbons.

Margot: Bonjour.

Pierre: Bonjour.

Margot: Je m'appelle Margot.

Pierre: Je m'appelle Pierre.

Margot: La fleur est jolie.

Pierre: Tu veux la fleur?

Margot: Oh oui. Merci. (sent la fleur)

Pierre: Le sac est joli.

Margot: Tu veux un bonbon?

Pierre: Oui merci!

[Margot ouvre le sac et commence à sortir un bonbon. Pierre se penche vivement vers le sac.]

La cloche sonne.

Margot: Oh, la cloche! Au revoir, Pierre!

Pierre: Zut!



**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.french teachers.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.

CHAPTER NEWS

CONNECTICUT

At the sixth annual *Rentrée* gathering members, new and old, enjoyed Basque-style appetizers, custom cocktails, and wine while connecting and re-connecting with French teachers from all over the state.



Chapter President Jon Shee presented at the Connecticut Organization of Language Teachers' (COLT) Conference in October. In his fun, music-filled presentation, Jon shared how to organize and execute world language lip dubs and flash mobs. These themed activities can get an entire school community mobilized, energized, and excited about languages. AATF team members also greeted teachers at the AATF booth and shared information about our activities and support.

For National French Week, schools in the state participated in the National Franco-phone Cultural Trivia Contest [see results on page 11] and organized activities in individual towns and schools.

The fall meeting was a unique opportunity for Connecticut French teachers to learn about Belgian chocolate and wine. The *Atelier de Chocolaterie et Vins* was interesting, delicious, and fun. It featured Belgian Master *Chocolatier* Benoît of BE Chocolate, who provided an educational workshop about all things chocolate and led attendees in making ganache. He also explained the paired wines, which accompanied the tastings.

Coming up in for Connecticut French students and teachers in 2020 are many unique opportunities including French Hockey Night with the Sound Tigers, a live French musical ensemble cabaret, a new student singing competition, the *Grand Concours* and prize ceremony, *la Réunion Printanière*, and more!

DOWNSTATE ILLINOIS

In Champaign and Urbana, Illinois there are dual-language French programs in elementary schools. All French teachers in the area are interested to see the impact on students coming into middle and high school with prior French. This chapter now has a Facebook page, so please search for "AATF Downstate Illinois" on Facebook and "like" the group to follow the posts.



GREATER KANSAS CITY CHAPTER

This chapter is in need of younger members to join and is seeking new officers. Please encourage local colleagues to join the AATF and to affiliate with this chapter, and please consider volunteering to become an officer.



IOWA CHAPTER

In Norwalk, IA, the schools are starting "exploratory" world language courses at a younger age; students in this school district will be able to study French for a longer period. Cedar Rapids Jefferson High School is offering two sections of French for Heritage Speakers for their growing and changing population.



UPCOMING AATF CONVENTIONS

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

REBECCA & 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.



BLOOMSBURG UNIVERSITY STUDENTS TRY ON TEACHING

Editor's Note: Can offering students the opportunity to see themselves in a teaching role be both a best practice and a strategy to revive interest in the teaching profession? The AATF Commission on Teacher Recruitment and Retention would like to suggest just that to our members. Here you'll see how one college professor, Nathalie Cornelius, Professor of French at Bloomsburg University (PA), has incorporated this concept in her teaching practice.

Sometimes learning opportunities do not just happen. Sometimes they have to be created. Internships and occasions for experiential learning that give university language majors a chance to share their enthusiasm and knowledge of their language of study can be tough to come by. Finding such opportunities is certainly more challenging for students of French than Spanish, due to the higher number of Spanish language programs in schools, businesses and community outreach programs working with Spanish-speaking immigrants. For universities in rural areas, forging relationships with schools is even more difficult. And yet, for a student, stepping

into the role of a teacher can be one of the most eye-opening events of an undergraduate's university career. Bloomsburg University of Pennsylvania, part of the Pennsylvania

« **Sometimes learning opportunities do not just happen. Sometimes they have to be created** »

State System, is, like many of the other state system post-secondary institutions, not located near any urban area. School districts in the area offer language courses in the high schools, but not earlier due to budget limitations that plague almost all educational institutions in the U.S.

In 2010, inspired by requests from area families for language learning opportunities for their children, Dr. Cosmas Curry, Bloomsburg Area School District superintendent, contacted Dr. Luke Springman, chair of Bloomsburg University's Department of Languages and

Cultures to propose a collaboration which would bring foreign language instruction to the elementary and middle schools. This could raise awareness of the value of second-language study in the community and perhaps benefit the university as well. Learning of this idea, I volunteered to develop this project. Such a program also needed to benefit our university students, and offer them, regardless of their future career plans, a new perspective on their language learning. At the university, these students were students, but the course we would create would have them become teachers. It was a chance for university students to appreciate the learning process from a new vantage point. Viewed in the context of an interactive opportunity bringing together students at the university level with those in the schools, the notion of an after-school club made good sense. There were already homework clubs, library clubs, and chess clubs in existence run by volunteers who stepped in to share their knowledge with the community. Since these clubs were tied to less rigorous constraints than a Department of Education certified course, they were more likely to attract university students whose interests might lie outside a future career in education. Unlike the semester-long intensive student-teaching practicums, which were run out of the university's department of education and were reserved for education majors, a service learning course in languages, housed in the Department of Languages and Cultures where it could be advertised to all language majors and minors, offered more flexibility and wider appeal. It would be open to all motivated university students having reached ACTFL's intermediate-level language proficiency. Students who already thought they would eventually go into the teaching field could try it out well before they were fully committed to an education major, whereas it still would not intimidate students





who wanted to try out the experience without future commitment.

The 0-1 credit university course¹ involved leading weekly after-school language clubs for grades 3-5, housed in local elementary schools, and, for students in grades 6-8, in a local middle school. The zero-credit option would allow university students already paying for full-time 15-18 credit tuition to participate in the course without additional expense. In order to further minimize financial costs for university students, and thus make the course more attractive to them, no supplies were required for purchase other than the requisite Pennsylvania security clearances which many students already had. All basic supplies for crafts and lessons, such as folders, crayons or pencils, reward stickers, were to be supplied by the local schools and/or the language department. With a small budget, the language department also purchased multi-lingual games, flash cards, bingo sets, and plastic foods which could be used in multiple clubs across languages. Free access online teaching materials made it increasingly easier over the years for the university students to research and prepare their activity plans. The local schools provided on-site training as needed so that the university students could make use of the classrooms' interactive whiteboards and technology stations.

Since the creation of this course there have been other significant improvements. To guide the university students in their foray into language teaching, the school principals and I host orientation sessions each semester during which we share strategies and techniques for creating effective, appealing, and meaningful action plans, as well as tips for establishing good rapports with the school students. During the semester, I observe on-site all the university students who participate

in the course and provide feedback on how to make their clubs more interactive or how to more effectively adapt to their group's level. The course syllabus, which lists weekly recommended topics of study for the clubs, rotates and changes from one semester to another. Initially vocabulary based, these topics feature cultural as well as linguistic components. All of the languages the university offers as major and minor tracks can participate: Arabic, Mandarin Chinese, French, German, Russian, and Spanish. Prior to each fall and spring semester I work with school principals to place language clubs in the various schools according to the language specializations of the university students who are enrolled in the class. Students in the local schools can participate in the clubs multiple times without having the same experience twice, since language offerings change regularly, as do topics. The university students can also repeat the course in order to experience different school environments and develop action plans for different topics. The university students can collaborate across language clubs or work on their own to create action plans that will be both entertaining and educational, even switching out topics deemed less popular by their group with special requests. The experiential learning opportunity also carries units that apply towards Bloomsburg University's General Education Citizenship goal. In addition to preparing action plans and leading the clubs, university students also keep a journal assessing each club meeting's strengths and flaws. These assignments, in conjunction with a final paper addressing their role as citizens of the community and its school district, encourage the university students to reflect upon what it means to teach.

Certainly the language clubs are a venue for language learning, teaching practice, and a

chance to educate others on diversity and cultural sensitivity. But the language clubs, like language learning itself, are an interdisciplinary experience, which provides an opportunity for the school-age students to practice concepts from a variety of fields and make connections between the various subjects they study in school. As explained on the Bloomsburg Area School District website:

- ▶ Club participants will become familiar with the target culture and language through: Visual and Performing Arts activities (i.e. song, dance, music, skits), Social Studies activities (i.e. meal preparation, authentic games, holiday celebrations, geography exploration, and study of history), Mathematics concepts (i.e. color, shape, size, time), Science concepts (i.e. comparing and contrasting), Language Arts Literacy activities (i.e. writing, illustrating, labeling pictures, charts or diagrams).

The clubs, by encouraging the school students to apply what they learned in their classes to language and culture, also allow these students to see themselves as part of something beyond their classroom. Josh Tabor, Principal of Evans and Beaver-Main elementary schools in the Bloomsburg Area School District explains:

- ▶ The language club is one of the rare opportunities our 3rd-5th grade students have to experience languages and cultures other than their own. The songs they sing, words they say, and traditions they learn allow our students to find things they have in common with other children around the world. Language Club helps our students understand that while the world is very big, it is also very small. I am truly thankful for the access our students have to learn about the world through these university students.

The experiential learning course also allows the university students, through an introduction to the world of language teaching, to see themselves and their university studies in a context other than their campus routines. Although the course attracts a variety of students to it, what is striking over the years is the number of French majors and minors who choose to participate in it. Although the Spanish program at Bloomsburg University has more than four times the student numbers that French does, the French language clubs offered through this course outnumber those in Spanish. For a number of these French students, the course confirms their choice of teaching as a future career. Ms. Kayla Riccuiti, French and Secondary Education dual-major, BU class of 2011, who teaches French at Governor Mifflin High School, comments:

- The Service Learning Course in Languages at Bloomsburg University provided me with insightful teaching experience. The role of an educator extends far beyond the walls of a classroom; for this reason, the opportunity to explore and to build a professional relationship within a local community was invaluable. This course offered me the opportunity to step into the role of a teacher, with the care and guidance of accomplished professionals in the field. The course was a unique experience in that I had the opportunity to serve as a role model to children, while simultaneously being mentored as an aspiring teacher. Bringing my knowledge of French to children in the community, who were eager to learn each week made me proud to be a teacher of French.

For other French students, the course can be the revelation of a new career path. Jason James, dual major in History and French, class of 2019, wrote of his experience in the course: "I really enjoy helping to form or further an interest in learning another language but after a few years of doing that I would really like to make that next step into really teaching it. That being said, I am proud of what I was able to teach the students who participated in the club this semester." Jason is now participating in the TAPIF program through the French Embassy, one of several non-teaching French majors, who, after having participated in the Language Clubs course and graduating from Bloomsburg University, have decided to pursue their love of teaching. When I receive feedback from students such as these, after they partic-

ipate in this course, the future of French teaching and language teaching in the U.S. looks a little brighter. In addition to providing an experience that confirms to language students the appeal and marketability of their language skills, such club opportunities also illustrate the value of second-language study at an earlier age, potentially creating a higher demand for French and other language courses in schools, and, as a result, a need for more language teachers to teach them. Perhaps that is in part why, during the last couple of years, students at our local middle school can now choose to study French as an elective, getting a jump on language instruction prior to high school. French is a widely recognized second-language of study in North America, but its presence can be eclipsed by Spanish. So it is particularly significant, now that our profession finds itself facing a teacher shortage, that this kind of experiential learning opportunity can reawaken dormant French programs, potentially create new ones, while also inspiring talented individuals, who, because they were able to "try on teaching", will go on to become professional educators of French.

- **Nathalie G. Cornelius**
Bloomsburg University of Pennsylvania
ncornel3@bloomu.edu

¹ Since the university charges a single tuition amount for any student who takes anywhere between 15 to 18 credits for the semester, a student who is at 18 credits would have to pay an additional credit's tuition if they added another 1 credit course to their schedule. This extra cost could deter some students from taking the class. The solution was to allow students enrolled in the course the option of either taking the course for one credit (which would count towards their graduation credit requirement of 120 credits), or for zero credits. In the case of the zero credits, no credits are applied to the student's credit graduation requirement. However, the student still benefits from the course experience, still receives a grade for the course—which is calculated into their GPA, and still receives the citizenship unit associated with the course towards the satisfaction of the university's general education requirements.



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 andraisabelli@sbcglobal.net or Tracy Rucker at trucker@loucol.com. Information on applying for a charter and ordering materials is available from April Anthony, 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>.

**Check out all our
Commissions
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projects at:**

**[https://frenchteachers.org/
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HIGHLIGHTS OF THE FALL 2019 ISSUE OF L'ÉLAN, THE OFFICIAL PUBLICATION OF THE SHF/JAF

This year's goal for the organization is reflected in the fall edition of the official SHF publication: to encourage more of our sponsors to participate in our awards. Please take time look over the edition (<https://frenchteachers.org/promote-french/societe-honoraire-de-francais/>) to read details of the three contests that the SHF and JAF offer for student members.

The *Jeunes Amis du Français* (JAF) offers a Creative Writing Award [deadline December 2]. The *Société Honoraire de Français* (SHF) offers a Creative Writing Award [deadline February 3] and Travel Award [deadline January 13]. All awards include cash prizes. A statement by each of the winners of the 2019 Travel Award also appears in *L'Élan*. Links for the application, scoring rubric, and the directions for all three awards can be found on the website (<https://frenchteachers.org/promote-french/societe-honoraire-de-francais/>).

Included in the fall edition of *L'Élan* is a list of other useful links, including one to the July convention presentation in Philadelphia, hosted by presiden Abbe Guillet and teacher representatives Andrea Isabelli and Tracy Rucker. If you were unable to attend, check out the «How well do you know SHF-JAF?» slideshow.

A comment and a discussion on our Facebook page led to a vote by the sponsors on several amendments to the constitution. Check out the proposals; all were approved in September and became effective immediately.

The agenda and decisions of the National Council meeting held in July are published in the edition as well, as we maintain our past goal of transparency and communication with our sponsors.

The headquarters' report details the number of orders placed last year and the materials ordered. It is indeed impressive. Please contact April Anthony at shf@frenchteachers.org with any questions related to orders for a charter or supplies.

As always, chapters are encouraged to write a local constitution. An article details what to consider in yours. There is also an article

which states the three requirements to keep your status active. Now is the time to look over both.

Are you looking for ideas for your chapter and a description on how to implement them? Check out the wonderful contributions of our sponsors in *La Bourse aux Idées*.

Our spring edition will introduce a new section: *Photos de vos Activités*. If you are too busy to write an article for *La Bourse aux Idées*, simply send in a picture, along with your name, school and the name of the activity to *L'Élan* editor, Roseann Loreface at aatfelan@gmail.com. They will be much appreciated by the sponsors and offer great publicity for your program.

Please join us as one of the more than 850 members on Facebook: SHF-JAF. You need not be a sponsor; AATF membership is the only requirement. We share great ideas!

► **Abbe Guillet**
SHF President
anguillet@yahoo.fr

AATF 2020 CONVENTION BOOK CLUB

Please join the AATF Book Club in Trois-Rivières! Choose a poem by any *Québécois* poet, and/or one of the following:

- Histoire de la ville de Trois-Rivières et de ses environs, Benjamin Sulte. It is organized chronologically. Feel free choose one or two chapters if you're not up for the entire book!
- Pour Faire Suite à Outre-Mer; Sensations de Nouvelle-France, Paul Bourget. This book includes several areas, but our book club will focus on the Trois-Rivières section for our conference discussion.

Please let me know if you will participate so we can connect and share.

► **Karen Kuebler**
kkcdanser@verizon.net



WHAT'S NEW IN THE FRENCH REVIEW? (93.3 MARCH 2020)

FILM

- Bilan cinématographique 2018–2019: tous à l'eau! (Degroult et Brunet)
- Dossier pédagogique: *Edmond* (Alexis Michalik, 2019) (Degroult et Brunet) [on website]
- La nostalgie réflexive dans *The Artist* et *Hugo* (Jouan-Westlund)

SOCIETY AND CULTURE

- La rhétorique: ses origines gréco-romaines et son renouveau en France (Remy)
- *En Marche!* Walking and Writing with Sylvain Tesson and François Garde (Blatt)

FOCUS ON THE CLASSROOM

- Rethinking the Teaching of Culture at the Beginning Level: The Online Francophone Cultures Portfolio Project (Bessy)

LITERATURE

- "Les cendres chaudes de l'oubli": l'idée de classique démodé (Jollin-Bertocchi)
- Crossing Borders with Colette's *Gigi* (Engelking)
- Subversion of Humanitarian Narrative in Dongala's *Johnny chien méchant* (Mokam)
- Le roman sur orbite: Echenoz, Montalbetti et Delecroix (Duclos)
- Race and Idealization of Love in Sylvie Ntsame's *La fille du Komo* (Kyoore)
- Le passé simple de Driss Chraïbi ou la reconnaissance du père (Khamar)
- Nguyen Phan Long's *Le roman de mademoiselle Lys*: "L'éducation de nos filles" (So)
- "Un théâtre de nerfs:" corps et didascalies chez Yasmina Reza (Jaccomard)



EMPOWERING LEARNERS IN THE PRIMARY LANGUAGE CLASSROOM

Empowering learners. As educators, we know this is important. Empowering our students leads to buy-in and personal investment in classroom activities. Stephen Shrader emphasizes this in his article, "Learner Empowerment – A Perspective," reminding us that students' investment grows when they "become aware that they can have an impact on their environment, and can exert some control over their circumstances." This leads to increased engagement and participation, or what Douglas Reeves refers to in his article "The Learning Leader" as "the energy generated when students take ownership of their learning." This fall, I entered the school year with the essential question: How can I authentically empower learners in my foreign language classroom?

As a French teacher in a primary school I was already focused on engagement and participation in partner and group work, but this year I wanted to be intentional about this idea of student empowerment. With the fresh start of a new school year I experimented with many approaches, and three techniques stood out for their simplicity and effectiveness: incor-

porating screencasting as a tool for assessment, allowing time for student-driven videos, and taking a pen pal exchange out on the playground. This student-led activity is linked

« **Mastery comes more quickly to students who are given the time to reflect and teach others...** »

to the process of learning by teaching (Lernen durch Lehren or LdL), a method that I have seen increase my students' confidence by lowering their anxiety around language tasks.

SCREENCASTING

When teaching *-er* verb conjugation to fifth graders, no matter how engaging I attempt to make this task with a variety of speaking activities, I have nonetheless fallen into the

habit of assessing with a verb conjugation quiz. This year I looked to screencasting as a way to turn the speaking and learning over to the students, rather than remaining with the teacher. Students designed their own screencast lesson to teach the steps of conjugating an *-er* verb. I had a notion that this time spent working in French with an iPad, in a non-threatening, creative manner, would help all of my students build their confidence and courage in speaking the language, while still meeting the ultimate goal of understanding verb conjugation. There is a natural differentiation to this task as students can make their screencast lesson as complicated or as simple as they desire. It is low-pressure and low-stress for students, as I encourage them to write and use a script so they won't need to search for the words to use in their recording.

The difference in motivation was palpable. My students were more committed to mastering the material, as they felt they had some control and say over the pace, scale and design of their work. It didn't feel like an assessment to them, although the finished versions were very useful to me in evaluating pronunciation, accent, and fluidity of speech. Not only did these students master the skill of conjugation more quickly and positively than classes in years past, they also enjoyed watching their classmates' screencasts, which led to a natural, repeated review of the concepts without feeling burdensome or repetitious to my students. Furthermore, screencasting is a chance for students to become more self-aware as learners, as they complete a task that blends visual, kinesthetic, reading, writing, and auditory methods.

Ideas for further use: I have also used screencasting as a method of verbal assessment in an "About Me" task for the second and third grades, with similar positive results. Students



Le Biosphère sur l'île Sainte-Hélène à Montréal



present themselves and their favorite sports, colors, and foods, while sketching the objects referred to on the screen.

ACTING OUT THE STORY

My older students often hurry through their school year in a flurry of projects, field trips, books, poems and presentations. As I have incorporated more storytelling into my language curriculum, it often happens that students want to act out the story and I have seen many benefits to making time for these student-driven videos. Allison Zmuda's point, in her book *Breaking Free from Myths about Teaching and Learning*, that we need to steer our students away from developing into "low-level bureaucrats who complete the requisite paperwork but suffer from the monotony of the experience," resonates with me. Instead, we should embolden them to harness that creativity, so "fundamental to modern life, as it requires both deep knowledge and playful use of that knowledge to create new connections, products, solution paths and forms of expression."

My upper elementary learners are eager to bring tales to life by acting them out and filming the scenes. They have fun speaking French but are also getting the necessary repetition that aids in retention as we read the story aloud together, act it out while recording, then watch the video and hear the French again. The fifth graders even decided to share their longer class play with their pen pals in France, forging yet another connection with these friends abroad.

I use the iMovie application, as I have found its incorporation of titles, text, transitions, sound effects and background music to be user-friendly, intuitive, and straightforward, but the same could be accomplished through any movie-making application.

My go-to tool for choosing students in this type of situation is the fair stick: a small, wooden craft stick with each child's name written on one side, that I pull at random from a jar. Once a stick is chosen, it is removed from the jar to ensure that each child gets one turn before we start the cycle over again. This technique ensures full participation and accountability for all students. In addition, students are delighted when their name is drawn and they receive their part.

LEARNING ON THE PLAYGROUND

The excitement of a Skype call to France this year led to an even more inspiring lesson. My fifth grade students were Skyping with their penpal class in France when a question came up: What sports do you play at school? When my students explained that they play kickball most days, the French students revealed that they had never heard of it. Bingo. Right away my students became invested in communicating something that interested them on a personal level. They resolved to teach their pen pals how to play American kickball, thus making an important connection between their learning and their interests.

In our next class letter, my students meticulously explained our school kickball rules, drew the equipment and field, and described the roles of all the players. Next they voted on a morning when most students would be available before school to film the steps of the game and take a few action photos. They had taken the pen pal exchange from laptops and paper to an interactive, authentic, and fun playground lesson. Most importantly, in teaching and filming a favorite game, the lesson is entirely focused on what my students want to learn. The interest and motivation level is exceedingly high as they feel invested in the work and are eager to participate in

teaching and portraying the game.

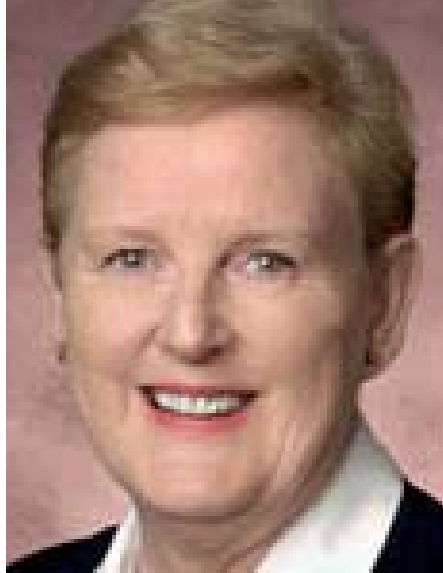
The classroom experience this year has already been a positive one. I have observed the strong impact that student empowerment has made on the learning environment and on the confidence and resourcefulness of the students in my class. I notice an increase in focus and motivation to speak and understand the target language during these and other student-driven activities.

Mastery comes more quickly to students who are given the time to reflect and teach the material to others, thus learning it more thoroughly themselves in the process. When we empower our students we are eliciting what Zmuda calls the "natural intelligence of the learner." We invite them to explore their "self-generated questions, areas of interest, and great ideas." Within this learning paradigm, we consciously devote time for them to pursue their goals and develop those skills they value.

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PRONOUNCING NUMBERS IN FRENCH. PRACTICE MAKES PERFECT!

Learning to say numbers in a foreign language is not easy, but saying them in French offers a particular challenge. For some numbers, such as 99, the speaker has to do instant math to come up with *quatre-vingt-dix-neuf*. A fun activity for practicing numbers orally is making pretend phone calls. The class is divided into small groups of three to five students. The instructions below are given to each student with a phone number indicated with a colored marker. The class can discuss how French and American phone numbers have the same number of digits but are grouped differently, and how the first two numbers are the area code or a prefix for a mobile phone. Students can look up the area codes on a map to see where they are from. The first student [selected at random] calls another number on the list. They all must listen carefully in order to recognize their own number. If a number is mispronounced—wrong! No response. The most difficult ones are *vingt et un* and *quatre-vingt-un* [no liaison] and *soixante et onze* and *quatre-vingt-onze* [no *et* and no liaison]. The goal is to get in touch with everyone in the group and organize a party. The prompts for the conversation are listed below. Students have 20 minutes to put together a plan which they then share with the whole class. After each party plan has been described, the class selects the one that sounds like the most fun, giving reasons for the choice. This activity stimulates conversation and debate as the students express their opinions.

Votre numéro de téléphone est indiqué en rose. Appelez vos amis dans le groupe.

- ▶ 01 21 84 24
- ▶ 02 48 84 94
- ▶ 03 95 76 49
- ▶ 06 99 29 81
- ▶ 05 71 91 63

Téléphonez à vos amis et organisez une fête: Quand? À quelle heure? Chez qui? Qui va venir? Qu'est-ce qu'on va faire?

Before doing the activity with phone numbers, another review is helpful for oral practice, which I do a few days earlier. The students, divided into teams, compete by drawing cards with numbers written on them. The team that finishes first with all the numbers pronounced correctly wins. In case of a tie, there can be a play-off with more complicated numbers. I have used these activities at several levels, from intermediate to advanced. In my Applied Phonetics course, which focuses on the details of pronunciation, students mention on the course evaluation that they finally know how to pronounce numbers correctly.

It is helpful to review vocabulary related to communicating by phone, pointing out the expressions that take an indirect object: *téléphoner à quelqu'un* and *donner un coup de fil à quelqu'un*. For example, "Je vais lui donner un coup de fil." *Appeler quelqu'un* takes a direct object: "Appelle-la," "Appelle-le." Students can practice leaving a message on voicemail [*laisser un message*], "Bonjour. Vous êtes bien au [votre numéro de téléphone]. Nous ne sommes pas là pour le moment, mais si vous laissez votre nom et votre numéro de téléphone après le bip sonore, on vous rappellera." A clever participant can answer the phone with this response, thus requiring the respondent to invent a message.

A student in my advanced class who had spent a year in Belgium on an exchange program brought up the subject of numerical variation in French spoken in Belgium and Switzerland. In Belgium, 70, 80, and 90 are expressed as *septante*, *quatre-vingts*, and *nonante*. In Switzerland, the same

« After spending my junior year at the University of Geneva, I had to relearn these numbers in order to express them spontaneously in France. »

numbers are *septante*, *huitante* [*octante*, used in some regions, is considered archaic], and *nonante*. After spending my junior year at the University of Geneva, I had to relearn these numbers in order to express them spontaneously in France. *Septante*, *huitante/octante*, and *nonante* are based on the decimal system used by the Romans. The vigesimal system, based on multiples of twenty, descends from the Celts. By looking up numbers in Breton, I found the number 80 expressed as *pevar-ugent* [*pevar*=four; *ugent*=twenty]. Although this explanation is interesting, it doesn't answer the question, "Why do the two systems still exist today?"

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LA GÉOGRAPHIE DU QUÉBEC

Chutes de la Chaudière

La province de Québec est un lieu où l'influence de la géographie et du climat sur le mode de vie était primordiale. Dominé par le Saint-Laurent, l'énorme fleuve qui divise le pays en deux, le Québec se répartit en régions très diverses.

En examinant l'histoire d'un peuple et son rapport avec l'environnement, les liens qu'il a développés avec d'autres populations ainsi que les voies de communication qu'il a utilisées pour subvenir à ses besoins et à ses désirs, on peut mieux comprendre la culture actuelle.

Si l'on commence avec l'arrivée des premiers colons, on voit leur sens de l'adaptation à l'environnement et parfois leur imposition d'habitudes européennes.¹ Le premier explorateur français à remonter le Saint-Laurent était Jacques Cartier en 1535-1536. Au siècle suivant en 1608, Samuel de Champlain a fondé la ville de Québec où les Amérindiens s'étaient déjà installés comme ils avaient fait sur le site de Montréal.

Le Saint-Laurent domine l'exploration, la colonisation et le commerce depuis la pré-histoire. Un obstacle, une voie de communication, une ressource inépuisable, il continue à être témoin de l'histoire du peuple québécois. La marée remonte jusqu'à Trois-Rivières. Le mélange de l'eau douce qui descend et de l'eau salée qui remonte influence la vie maritime et les poissons qui y prolifèrent.

Où le Saint-Laurent devient-il estuaire? Il s'élargit dramatiquement après la ville de Québec. Quand parle-t-on du Golfe du Saint-Laurent? Sa taille se révèle aussi par le vocabulaire. On parle de la rive sud mais de la côte nord. Les navigateurs français ont été arrêtés peu en amont de Montréal par les Rapides de

Lachine. Encore impressionnantes aujourd'hui, on peut imaginer la réaction des explorateurs.

Pour tous les grands fleuves du monde, on parle de la ville de premier pont. La construction des ponts a demandé parfois des innovations techniques pour traverser de longues distances et de grandes profondeurs, pour permettre le passage des navires et pour faire face aux exigences climatiques. Le premier pont à enjamber le Saint-Laurent se situe à Québec.

Les voies fluviales ont été de tout temps les premières « routes » pour l'exploration et l'installation des gens. Au Québec, cela se voit encore aujourd'hui dans le système des rangs. Au fur et à mesure que les habitants arrivaient, ils construisaient leurs maisons le long de leurs « routes ». D'abord le long du Saint-Laurent, ensuite le long de rivières plus petites et paisibles comme le Richelieu. Ils préféraient des maisons situées côte à côte pour la communication et la protection avec des champs étroits qui s'étendaient en longueur. Avec l'arrivée de nouveaux habitants, on construisait un deuxième ou un troisième rang. On peut apercevoir ce système de l'air.

La géologie du Québec a créé des phénomènes particuliers. La présence des Laurentides au nord du fleuve veut dire que beaucoup des rivières qui se jettent dans le Saint-Laurent se terminent par des chutes, les Chutes Montmorency étant les plus célèbres. Ces cours d'eau offraient des ressources en poissons et en eau douce, voyaient la construction de moulins et ouvraient la porte vers l'intérieur. Au sud du fleuve, le terrain plus plat se prêtait plus facilement à l'agriculture, et on y voit la plupart de la production érablière.

Pendant les longs hivers, les hommes partaient souvent pour gagner leur vie dans les grandes forêts du nord qui couvrent 85% du territoire. Ces bûcherons coupaient le bois en billots d'environ un mètre qu'ils empilaient sur les lacs et rivières gelés. La vie du bûcheron était dure et dangereuse. Au printemps à la fonte des neiges, ils descendaient le bois sur les cours d'eau. Le bois servait à l'industrie de la pâte à papier, et les usines se situaient au bord de l'eau. La drave, comme on appelait cette descente de bois, a été interdite dans les années 1990.

Ces paragraphes vous donnent un petit aperçu de la richesse pédagogique qu'on peut tirer d'une étude de la géographie d'un lieu. Des projets et questions à approfondir suivent: [une activité complète sur la géographie du Québec se trouve à <https://frenchteachers.org/resources/web-based-activities/>].

1. Suivez un des itinéraires de Jacques Cartier ou de Samuel de Champlain sur Google Earth. Quels sites auraient été les mêmes? Quelles constructions voit-on aujourd'hui?
2. Faites une étude des noms de lieu québécois. Lesquelles proviennent de noms amérindiens? De noms donnés par les Européens? De noms d'éléments géographiques? De termes religieux.
3. Remontez le Saint-Laurent sur Google Earth en identifiant les cours d'eau et les chutes des deux côtés.
4. En examinant cinq grands fleuves du monde, comparez leurs estuaires.
5. Identifiez les ponts sur le Saint-Laurent de Québec jusqu'au lac Ontario. Cherchez leur date de construction. Comment pensez-vous que leur construction a changé la vie des gens?

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¹ On pourra bien sûr faire une étude similaire des migrations, des mœurs et des regroupements sociaux des Premières Nations non seulement au Québec mais dans toute l'Amérique. Faire des recherches à ce sujet pourrait aussi faire l'objet d'un projet car il existe bon nombre de documents authentiques en français.



WHEN TO QUESTION AUTHORITY

In revamping my curriculum each year to be more proficiency-based and attractive to today's students, I have worked toward integrating important learning in intriguing themes. When I rethought my unit on *Au revoir les enfants* for my Intermediate-High students, I felt that some of my personal or school's values did not align with various levels of the political sphere. I searched the film for themes that could apply to today so that my diverse sophomores could identify with this all-boy boarding middle school experience during World War II. The idea of being "other" is a topic we study the following year with *L'Étranger*, but something else stood out to me when reading why Louis Malle created this semi-autobiographic film. To him, the main character was not one of the boys, but Père Jean. The title of the film focuses our thoughts on what Père Jean sacrificed to uphold his values at a time when his superiors did not agree with his lived morals.

I decided to run with the idea of activism for this particular unit. Entitled "Le jeu de la politique," the unit's essential question became "Comment peut-on vivre dans une société avec des valeurs différentes des nôtres?" The students' goals would be to participate in conversations about an ideal schooling situation in order to defend its pros and cons, to understand and exchange information about important events and ideas in France during World War II based on historical documents, and to present their opinion on activism as it relates to a film of their choice. These were crafted to build from where the students were, growing the toolbox of vocabulary and skills, to pull out themes in a *compte rendu* of their own.

We started the unit with a partner activity where students asked and answered questions about the ideal school. This prepared them for the film's school vocabulary as each

student came across different elements they would and would not like on an *international* campus. I gave students some of the legal school requirements to keep them focused on reality while creating, which began a discussion on what holds our school back from embracing some of their brilliant ideas. We compared and contrasted these designs to our current non-boarding high school design, and we submitted some of those ideas to our building visioning team as we prepare to build a new high school within the next decade. Then we split into groups of two partner sets, one partner set role playing investors and the other role-playing aspiring school administrators. One set attempted to convince the other to invest in their new school idea and then switched roles. In a tricky maneuver, I called the second pair *les riches amis* instead of *les amis riches*, and therefore at the end, everyone realized their dreams were supported by dear friends and not by their money! As a formative assessment, students wrote follow-up emails to their friends thanking them for their time and support.

Alternating with these "perfect school" activities, we started to dig into authentic resources from World War II such as propaganda, infographics, and vignettes to understand the French perspective on German Occupation. I was lucky enough to have spent some time in Vichy, France during the summer of 2017 (at CAVILAM thanks to the French Embassy) and was able to offer some perspective from the *mairie* and my host mom. To discuss these perspectives and ideas, we partnered in jigsaw group swaps, revealing chunks of photos and hypothesizing the whole, analysis games, and small group discussion. Throughout these activities, I ensured students understood the difficult conditions in France during World War II and how the average citizen wasn't an

« The title of the film focuses our thoughts on what Père Jean sacrificed to uphold his values at a time when his superiors did not agree with his lived morals. »

active Nazi supporter. A BuzzFeed-style personality quiz offered students a chance to put themselves in France during this time: would they join the Resistance or collaborate? The results motivated students in their personal choice of film showcasing activism, which they began to watch outside of class. Their "toolbox" expanded as students practiced debating, asking and answering questions, explaining hypotheses, and interpreting author's perspective.

Once we had acquired skill and knowledge in these specific content areas, we moved onto watching *Au revoir les enfants*. Typically, when showing a film for discussion, I split it in chunks, starting with an anticipatory activity with several questions about the first two minutes of the film. Each day we viewed the film and participated in a comprehension discussion for about half of the class period, and the other half learned about the *compte rendu à la française*. Adapted from *Tâches d'encre*, the tasks including reading critiques, analyzing the structure, engaging in each of the five paragraphs (*introduction attirante, résumé bref, analyse objective, opinion personnelle, conclusion conclusive*), and spending time writing and reworking their own *comptes rendus* based on the activist film they

chose to watch. [For film selection, I created a list of Francophone films with activist themes by their availability—Hulu, Netflix, Amazon Prime, local library network—and required a parent signature.] When we had finished Louis Malle's film, we engaged in activities about activism to increase their competency in identifying important details [*l'injustice du marché noir*], in empathy (identifying different soldiers' perspectives), and in thesis support (the power of fear during war). One day, students viewed and listened to various forms of art (music, dance, painting, sculpture) and matched it with stories of their creator. We used quotes from various artists and their biographies to understand how artists are often in the grassroots to make a difference in the world. This was the final push towards the *compte rendu* as students had all the skills necessary to analyze the activist themes in their chosen films.

Throughout all these activities, I was, maybe not so secretly, infusing prepositional use. I worded questions that forced practice of locational and travel prepositions, and we zipped through a PowerPoint karaoke activity entitled, "Quand tu es engagé(e), que fais-tu?" with sentence starters of infinitive constructions. PowerPoint karaoke in my classroom gives sentence starters with a funny image, from which students must talk for 35 seconds. A few times during the unit, we had an inductive invitational grammar lesson or a learning song which packaged the preposition rules more concretely. The rubric for their film critique also included paying attention to prepositions as part of their language control.

Students enjoyed this unit because there were multiple formative assessments and chances for feedback before their summative assessments: listening to a Jewish woman tell her story and answering questions, a TALK on the strategies citizens did use (or could have used) during World War II to defend and live out their values, and the presentational writing critique. Motivated by choice (film and perfect school attributes), engaged in *Au revoir les enfants* as they understood the gravity of war, and reflective in their evaluations, students were proud of their final writing piece and interested in activism today. I may not have showcased my morals and values to those in charge who may disagree with me, but I am helping to raise a generation of perspective-taking, empathetic, activist students who understand the importance of values.

SOME CAN DO STATEMENTS FROM MY UNIT:

Interpretive

- ▶ I can outline a citizen's values, morals, and opinions based on words and actions used during WWII (film)
- ▶ I can understand a written/spoken vignettes/images about life during WWII (vignette).
- ▶ I can understand the supporting details of a film critique (CR).

Presentational

- ▶ I can organize my opinions about an activist film I watched in the French film critique style (*compte rendu*).
- ▶ I can defend the importance of activism based on a film critique I've read. (CR)
- ▶ I can suggest ways to be an activist (PowerPoint karaoke).

Interpersonal

- ▶ I can support my opinion about educational values in a discussion with my peers (internet partner activity)
- ▶ I can ask and answer questions about the perfect school (internet partner activity)
- ▶ I can exchange information about important events and daily life during WWII (vignettes)
- ▶ I can engage in an email discussion describing and defending my ideal school (internet partner email).
- ▶ I can defend my opinion about the black market based on my values and beliefs (*débat*).

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NEWS FROM THE AATF EXECUTIVE COUNCIL

There have been several changes to the AATF Executive Council.

Catherine Ritz (MA) has been elected a Vice-President of the AATF. She will serve a three-year term 2020-2022.

Katy Wheelock (VA), AATF Region III Representative (Mid-Atlantic), was re-elected to second three-year terms starting January 1. Steve Ohlhaut (IN) was elected the new Region V Representative (East Central) and Cara Heminger (NE) was elected the new Region VII Representative (South Central) for three-year terms 2020-2022.

Lisa Narug (IL) was reappointed to a three year term as Director of the National French Contest, 2020-2022.

We would also like to thank the outgoing members of the Executive Council for their dedication and service to the AATF. Catherine Daniélou has finished her year as Past-President. She served as Regional Representative before her election to the presidency of the AATF. Daniel Noren (MI) completed the term of his predecessor and was elected to one term as Region V (East Central) Representative. Marie Schein (TX) has served two terms as Region VII Representative (South Central). Brian Kennelly (CA) served one term as AATF Vice-President.

We wish all the outgoing and incoming Executive Council members all the best as they continue to support the AATF.

NATIONAL FRENCH CONTEST DATES



**Grades 1-6
(FLES)**
February
10-23, 2019



**Grades 7-12
(levels 01-5)**
February 19-
March 18, 2019

Check the website frenchteachers.org/concours for information & updates.



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.

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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].

AATF MATERIALS CENTER

<https://store.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.

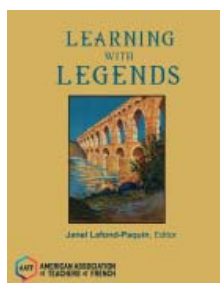
Member Price ► \$25



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.

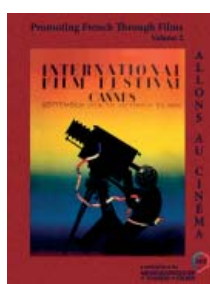
Member Price ► \$25



7 ► CINEMA VOL. 3 - IMMIGRATION

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

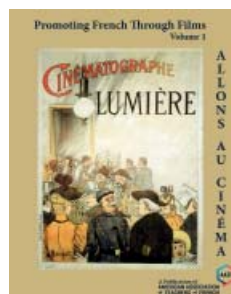
Member Price ► \$25



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 IV: EAST CENTRAL

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS AND SOCIAL EVENTS

The Region V chapters have organized a variety of both spring, summer and fall events. The Detroit and Michigan chapters offered a two-day, full immersion experience during in September at Camp Dainava near Ann Arbor. We enjoyed some fine dining and inspiring professional development sessions during the two-day event.

REGIONAL ACTIVITIES PROMOTING THE AATF

During the annual Michigan World Language Association (MIWLA) Conference in October, the Michigan and Detroit AATF Chapters sponsored an AATF promotional table.

In April, the Michigan Chapter promoted and participated in a workshop sponsored by MIWLA at North Western Michigan College. It was a recap of the best presenters and their presentations from the fall MIWLA Conference.

In August, the Michigan Chapter sponsored a two-day excursion to Chicago to view the Manet exhibit at the Art Institute of Chicago, and the permanent Francophone Africa (Sengal, in particular) exhibit, and the Léopold Senghor monument at the Museum of Natural History. Members of the Detroit Chapter were also invited to join the group.

French teachers in the Detroit area sponsored a community French dinner cruise on the Detroit River, cruising past Belle Isle island and into Lac St. Clair. They also had a mass conducted in French at St.-Anne-de-Détroit, to commemorate the founding of this regional monument built in 1701.

The Detroit Chapter promoted and invited, through the *Alliance française* of Detroit, members and students studying French a second cruise on the Detroit River in April. They also organized an outing to the Detroit Institute of Arts to view the French collection there.

The Kentucky Chapter conducted an immersion weekend as well, entitled "Engaging with Nature Through Storytelling: A Professional Development Workshop for Teachers of French" at Transylvania University.

Members also had the opportunity to participate in the workshops of Todd Bowen and Lisa Shepard at the Indiana Foreign Language Teachers Association (IFLTA) Conference.

The Indiana State French contest, *Le Congrès*, under the leadership of Amy Berry, took place in February. Over 120 students from 10 schools participated this year. It was a pleasure to see the enthusiasm and commitment of students and teachers for the promotion and celebration of French culture and language. A big thank you to Steven Ohlhaut for hosting *Le Congrès* at West Lafayette High School.

Members were invited to participate in the *Alliance française's* celebration of *La Chandelier* in February. They not only tasted delicious crepes and cider but also had the opportunity to learn some traditional dances from Brittany and French Polynesia!

In May, they enjoyed an outing at the Art Museum of Cincinnati to discover the exhibit: "Paris in 1920."

They had a number of opportunities to meet other members during immersion lunches this past summer.



Past and current presidents Cass Gorkiewicz and David Bebeau at the MIWLA Conference.

The Indiana Chapter, under their new president, Viviane Tripp, enjoyed a workshop with Dominique Licops of Northwestern University. She shared ideas learned while studying in Nantes, France with Cindy Daupras and Bruno Andrieux at the Université d'été —BELC. The workshop was called "Développer la dynamique de groupe pour favoriser la motivation des apprenants." They are grateful to Martine Cambor and Marian University for hosting the group. They are also very appreciative of the support of the Consulate of France in Chicago and the *Alliance française* of Indianapolis who helped make this event possible.

NATIONAL FRENCH WEEK ACTIVITIES

Reports from the various chapters were interesting to read: from filling up on crêpes, enjoying *Francophonie* workshops on Cameroon and the French Antilles, and preparing specialties from these regions beyond *Le Métropole*.

Teachers in the Detroit Chapter brought in Cajun bands, learned some Cajun dances and enjoyed Cajun cuisine, and Franco-Canadian-heritage storytellers living in Detroit who taught *voyageur* songs and dances and First Nation sign language used with the *coureurs des bois*.

► Respectfully submitted
Daniel Noren
Region V Representative
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REGIONAL REPORTS (SUITE)

REGION VI: WEST CENTRAL

Many members in Region VI are involved with the AATF Commission on Teacher Recruitment & Retention. Those in our region believe strongly in fostering the link between high school French studies and continuation of these studies in a post-secondary setting. We believe there is still a need for high-quality French educators in our region and that the idea to enter the education field begins before students apply to colleges; secondary teachers should continue to share their passion for their jobs with their students and encourage students to see French as part of their future.

Unfortunately, the number of French programs in the region may be threatened at the K-12 and university level, according to anecdotal reports. Chapter presidents are contacting school districts, school boards, and universities to advocate for French programs that are at risk of being shut down. Members throughout our region work hard to promote French.

PROFESSIONAL DEVELOPMENT AND SOCIAL OPPORTUNITIES FOR CHAPTER MEMBERS

At the spring meeting for the Chicago/Northern Illinois Chapter, members participated in a guided tour of the exhibit "Caravans of Gold, Fragments of Time: Art, Culture, and Exchange across Medieval Saharan Africa" at the Block Museum at Northwestern University. M. Guillaume Lacroix, *consul général de France à Chicago*, gave a talk on "Les Relations entre la France et l'Afrique, aujourd'hui et dans le passé." Members attended a luncheon and awards presentation and the first annual *Dîner en blanc* held in August.

The Greater Kansas City Chapter has an annual Christmas dinner for its members. At last year's dinner, they exchanged French-themed gifts!

The Greater St. Louis Chapter hosted a fall workshop on the theme of French heritage in Sainte-Genevieve, MO, at the Centre for French Colonial Life. The fall business meeting for the Wisconsin Chapter took place at the Wisconsin Association for Language Teachers (WALFT) Conference. There were also presen-

tations by French teachers, an AATF table, and a "share fair" session.

The Iowa Chapter had a meet-up for members in conjunction with a short spring business meeting at a winery in May 2019.

The Minnesota Chapter has had success with informal "pop-up" gatherings of French teachers in the state; they have attended viewings of French opera or ballet at movie theaters, eaten at a fondue restaurant, and more. This chapter also has a successful book club that meets to discuss challenging and interesting literary works.

ACTIVITIES FOR STUDENTS

In March, the Chicago/Northern Illinois Chapter hosted its *Journée intensive en français*, an immersion day for high school students. The chapter continues to hold various contests for students such as video, poster, meme, and trivia contests. In the Wisconsin Chapter, they have a meme contest for students as part of National French Week.

GRAND CONCOURS

The total enrollment in the *Grand Concours* saw an increase in the Iowa and Wisconsin Chapters this past year. The Iowa Chapter awards monetary prizes to students who rank highly in the state on the National French Contest. The Wisconsin Chapter has a *Concours Oral* with regional and state competitions. In the Chicago/Northern Illinois Chapter, 12 schools participated in the chapter's 9th annual *Concours Oral* in April.

COLLABORATION WITH OTHER ORGANIZATIONS

In April, there was a *Soirée Trivia* put on by the *Alliance française du North Shore* with the help of chapter members. The Greater St. Louis Chapter co-hosted a round-table discussion with the *Centre Francophone* at Webster University. The Minnesota Chapter continues to co-spon-

sor workshops with the *Alliance française* on topics such as movies, pedagogy, theater, *la Francophonie*, and more.

PROMOTION

At the fall meeting of the Iowa Chapter, the officers handed out blank French-themed greeting cards to all in attendance and encouraged each person to deliver a hand-written, personalized note to a non-member encouraging that person to join the AATF. This past year, the Wisconsin Chapter had a postcard campaign to members and non-members letting them know about the benefits of being an AATF member.

All in all, AATF chapters in Region VI are active. As is often the case with Midwesterners, we look out for each other in times of need. We also take time to gather and share moments of joy and wonder, whether it's a business meeting or workshop of like-minded educators seeking to improve their craft or a relaxing *soirée* among French-teaching friends. *Vive la Région VI!*

- ▶ Respectfully submitted
Sheila Conrad
Region VI Representative
sconrad@bettendorf.k12.ia.us



MEMBERS' NOTES



Félicitations à **Rebecca Blouwoff** (MA) who was named ACTFL Teacher of the Year. Rebecca teaches at Wellesley Middle School, MA. She was the Teacher of the Year for the Northeast Conference.

Former AATF President, and Philadelphia Executive Board member **Mary Helen Kashuba, SJ** was named a *Commandeur dans l'Ordre des Palmes académiques*. Sister Mary Helen is also the longest-tenured faculty member at Chestnut Hill College in Philadelphia.



Katy Wheelock (VA, AATF Region III Representative), World Languages Chair and French teacher at Wakefield High School, Arlington, VA, became a chevalier dans l'Ordre des Palmes académiques in an April ceremony presided by Karl Cogard, past Education Attaché of the Embassy of France.

Janel Lafond-Paquin (MA) received the Distinguished Service Award from the Massachusetts Foreign Language Association (MaFLA) at their annual conference in Springfield. Joyce Beckwith, also a former recipient of the award, presented the it to her.

Congratulations to AATF Executive Director **Jayne Abrate** (IL) on receiving the Association of Departments of Foreign Language Award for Distinguished Service to the Profession. The award was presented at the MLA Convention in Seattle.



AATF Chicago/Northern Illinois Chapter President **Tom Sapp** received a Distinguished Educator award for "Contributions Outside the Classroom" at the Illinois Council on the Teaching of Foreign Languages (ICTFL) Conference



Kelly Blake Karstrand is this year's Illinois AATF French Teacher of the Year. Kelly teaches at Alan B. Shepard High School. This award, jointly sponsored by the Chicago/Northern Illinois AATF Chapter and the Downstate Illinois AATF Chapter, is presented annually at the ICTFL fall conference. Kelly, on the right, is holding her award. Her division chair, Karen Krueger, is on the left.

In the Wisconsin Chapter, **Ritt Deitz** received the Distinguished Educator Award and **Paula Johnson-Fox** received the Certificate of Recognition.

At the Iowa World Language Association Conference in Iowa City in October, **Pamela Wesely** was honored with the Educator of the Year Award.



The AATF was well-represented at the French luncheon at the recent ACTFL convention. AATF President **Anne Jensen** and Executive Director **Jayne Abrate** were seated next to M. Philippe Étienne, the new French Ambassador. Also at the Ambassador's table were Regional Representatives **Katy Wheelock** and **Catherine Ousselin** and Past-President **Ann Sunderland**.

IN MEMORIAM

Estella Gahala Lange, died at her home in Albuquerque, NM on August 30, 2019. She was 90 years old.

Estella completed an M.A. in French at Middlebury College, and received her Ph.D. in School Administration and Curriculum Development from Northwestern University. She was always passionate about words, retiring from her position as Foreign Language Curriculum Consultant for McDougal Littell Houghton Mifflin Educational Publishers. Estella's career established her as an international force in language education. In 1975, she was named *Chevalier dans l'Ordre des Palmes académiques* by the French Ministry of Education. She received many awards and had wide-ranging interests in travel, music, art, and social justice.

Estella was a longtime member of the AATF and the Chicago/Northern Illinois Chapter. From 1976-1981, she served as AATF Regional Representative for the West Central Region.

She is survived by her husband Dale and numerous family members.

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.**ORDER AN AATF MEMBERSHIP ID CARD**

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

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

The advantage of the AATF membership card is the fact that it is written in French and thus is understandable to all. Several years ago teachers received free entrance to major French museums such as the Louvre. This is

no longer the case. However, some city and departmental museums as well as private museums will grant teacher discounts upon seeing the AATF membership card. I always ask whenever I visit any museum in France and hope for the best. Sometimes the policy is to grant full admission; oftentimes I am granted admission at a reduced price. Some bookstores in France also grant a 10% reduction to teachers upon seeing a card.

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

► **Ann Sunderland**
AATF Past-President

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



AMERICAN ASSOCIATION of TEACHERS of FRENCH

Année _____

M., Mme/Mlle _____

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

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

La Secrétaire générale

À VOTRE AVIS...

A PLACE TO SHARE IDEAS, THOUGHTS AND PRACTICES

As a teacher, what is your biggest struggle? Due to the sensitive nature of this topic, all responses are anonymous.

- ▶ Admin: "Do you have your standard written clearly?"
- ▶ As a language teacher, I struggle to stick to one "system." There are literally endless things to learn, from language itself to culture, and I just can't do it all. No matter what I choose, I see all the things I could have done, the things I had to gloss over, or the things I could have done differently. Nothing is perfect, so a colleague and I took to repeating to each other years ago that "it's all input," because input is good.
- ▶ My biggest struggle is helping students who do not acquire language as quickly as others still believe that they can and will acquire language if they can overcome negative self-talk and just keep on trying.
- ▶ My struggle is that my students don't like writing. Writing is also the thing that takes up the most of MY time in terms of grading, so I'd love to assign less of it, but it's still an important skill. Many of my students struggle with writing conventions in English, so it's difficult to help them become good writers in French when they don't have the foundation they need.
- ▶ Maintaining my passion and enthusiasm for my profession and subject in the face of ever-increasing apathy and lack of recognition on the part of my students.
- ▶ My biggest struggle is getting students to speak only in French...even after I have giv-

en them the necessary supports...I feel this is happening due to a number of reasons, could be any of these or a mixture of all of these, A. Lack of motivation B. Lack of belief in the relevance of French [they don't see the value in it], C. My poor teaching abilities, D. Lack of respect [apathetic].

- ▶ My biggest struggle is feeling like a failure. If I do a rowdy activity a lot of kids enjoy, there are others who don't like the loud noise and get anxious. If I do a quiet activity, there are others who find it too boring. No matter what I do or how hard I try, it's always a miss for someone, and it brings me down. I should feel like a success for doing so many different things in class but instead I feel like a failure every day. And it feels like such high stakes because the future of my program depends on my students registering for the next level.
- ▶ 1. Students not turning their work in. and 2. I don't care attitude
- ▶ Finding time to incorporate the wonderful ideas and tech tools shared on this site and others.
- ▶ Getting admin to understand that French [and any other language for that matter] is just as important as Spanish. Living in the U.S. and SoCal in particular, French always takes a backseat, and it's frustrating and exhausting to have to constantly validate your job.
- ▶ My biggest struggle is falling back on the old grammar and memorization teaching methods. I personally love grammar and memorizing, but I know that it is not conducive to acquiring the language. I always start off strong in the beginning of the semester, but by the end of it I end up resorting back to the old ways. I'm using my time on FMLA leave reading research and investigating new methods so that this doesn't happen in the fall.
- ▶ Lesson planning for 5 preps.
- ▶ I have noticed a decline in student interest regardless of the hard work I know we all do. I think cellphones have a lot to do with the disengagement. The internet provides all information they need so they don't need to think for themselves. We also have to compete with students in a very competitive market, especially concerning what we used to call vocational classes. Another issue is lack of administrative support. The students are protected by admin.
- ▶ Grading! Love planning and teaching, hate grading.
- ▶ "Feeding the beast" [a.k.a. Entering a bunch of out-of-context numbers in a gradebook when what I really want to do is provide meaningful, timely, NARRATIVE feedback]

Our question for the April issue is: What is your favorite Francophone destination to visit and why? Share your response [and pictures] via the AATF Facebook, NB Twitter (@AATFNB), or email nbeditor@frenchteachers.org

Merci!



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REMINDER: IMPORTANT DEADLINES AND DATES

- FEBRUARY 1** Deadline for nominations for the Ludwig Excellence in Teaching Award [see page 6]
- FEBRUARY 15** Deadline for Exemplary Program applications [see page 24]
Tentative Deadline for Summer Scholarships [watch website]
- MARCH 1** Deadline for applications for the Valette Legacy Award [see page 13]
Deadline for applications for AATF Small Grants [see page 24]
Call for AATF Nominations [see page 9]
- MARCH 2** Deadline for FLES* Poster Contest [see page 29]
- MARCH 15** Deadline for applications for Jensen Scholarship [see page 4]
- JULY 15-18** AATF Convention in Trois-Rivières [see website]

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 renouveau pédagogique :
l'AATF à Trois-Rivières »



**AMERICAN ASSOCIATION
of TEACHERS of FRENCH**