

NATIONAL BULLETIN

AMERICAN ASSOCIATION
of TEACHERS of FRENCH



TROIS-RIVIÈRES: CITÉ DE LAVIOLETTE

Venez explorer avec nous la belle ville de Trois-Rivières du 15 au 18 juillet 2020

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POETRY MONTH 12

WHAT STUDYING
FRENCH HAS DONE
FOR ME..... 16

Editor: Megan Diercks

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

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302 North Granite Street
 Marion, IL 62959-2346
frenchteachers.org

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MESSAGE DE LA PRÉSIDENTE

AATF CONVENTION IN TROIS-RIVIÈRES, QUÉBEC

Welcome to the first few months of 2020! As you read this newsletter you are probably making summer plans to spend time with family and friends, travel with students, or complete further study for yourself. I recommend that you consider attending the AATF annual convention to be held this year in Trois-Rivières, Québec. In Jayne Abrate's commentary in this issue [see page 4] she lists the wonderful opportunities we have provided for participants who plan to attend the conference. What I would like to discuss is why it is important to attend an AATF convention in the middle of July.

I first attended an AATF national conference in the mid-1980s, and from that point on I became committed to attend as many as I could. Obviously, I could not go every year, but I made an effort to attend whenever I could, particularly for the European and Caribbean destinations. After my first experience I realized that there is a whole community of French teachers throughout the U.S. from the elementary through university levels who are knowledgeable, passionate, and dedicated to the promotion of French. As the only French teacher in my high school at that time, it was encouraging for me to meet with other teachers who were experiencing the same difficulties I was facing when trying to build my program. This support from teachers throughout the country has sustained me throughout my teaching career and has made it possible for me to maintain my enthusiasm throughout the era of declining enrollment, budget cuts, and canceling of advanced classes.

Every time I attend an AATF convention I meet new French teachers who are all facing many challenges but are enthusiastic in their

quest to promote the study of French. We have often stayed connected after the meeting and shared materials with each other. I have attended half-day workshops and hour-long sessions and have benefited from both experiences. Since the theme changes every year, depending on where the convention is being held, there is always so much to absorb and learn about during the four days of the meeting. The time goes by very quickly due to the number of excellent sessions, the famous *dictée*, the luncheon, and the awards luncheon. However, sometimes the best information comes from a casual conversation held between sessions, at lunch, or during a happy hour.

The AATF seeks to foster positive relationships among its members, and for this reason we sponsor our annual convention. We are one of the few world language associations that holds its own annual convention rather than combining with ACTFL. Our convention also connects elementary immersion teachers with middle school, high school, and university-level instructors, something which rarely happens. Bringing together French instructors from all levels makes it possible for everyone to share their common goals and love of the French language and French-speaking cultures. Providing these opportunities for instructors of all levels to share what they have in common and learn from each other is an incredibly valuable service to our members. There is really no other venue in which this type of interchange can take place except at an AATF national convention.

I hope that I have convinced you of the value of attending our annual convention in Trois-Rivières from July 15-18. It will be well

« **Bringing together French instructors from all levels makes it possible for everyone to share their common goals and love of the French language and French-speaking cultures.** »

worth your time and resources to come to celebrate the culture, language, and traditions of Québec. You will not be disappointed.

► **Anne Jensen**
AATF President
annejensen@frenchteachers.org

CONVENTION HIGHLIGHTS

- JULY 15-18, 2020

REGISTRATION

Early Bird Registration will be \$275 (through July 1). Full Registration (which includes 3 meals and a workshop) will be \$400. Late Registration (after July 1) will be \$375.

HOTEL INFORMATION

The convention will take place at the Delta Hotel by Marriott Conference Center in Trois-Rivières. Attendees must reserve their rooms by **June 15** to receive the special convention rate of \$159 CAD plus tax per night. We encourage everyone to reserve their room early because we anticipate that the hotel will fill up before the deadline. The registration link can be found on the website at <https://www.frenchteachers.org/promote-french/convention>. If you prefer to reserve by phone, call 1-819-376-1991.

TRANSPORTATION

Trois-Rivières is located about halfway between Montreal and Québec City. There is regularly scheduled bus service between Montreal's Pierre Trudeau Airport and Trois-Rivières (the Delta Hotel is the terminus for these buses). Currently, the buses leave the airport at 11 a.m., 4 p.m., and 6 p.m. The trip lasts 3 hours to 3 hours 45 minutes and requires a change of bus in Montreal. For more information, go to <https://www.orelans-express.com/>

Since there will not be enough space on the regularly scheduled buses to accommodate all the convention-goers to Trois-Rivières, we will also organize shuttles with Prométour which go directly from the airport to the hotel. The tentative schedule includes (final schedules will be set once travel arrangements

have been confirmed and provided to us):

- ▶ Monday, July 13 – This shuttle is organized for the Executive Council and Leaders, but there will be a limited number of places available for those participating in the next day's excursion.
- ▶ Tuesday, July 14 – There will be several shuttles in the afternoon and evening, depending on arrival times.
- ▶ Saturday, July 18 – There will be shuttles in the afternoon, beginning at 12:30 p.m.
- ▶ Sunday, July 19 – There will be at least one shuttle first thing in the morning, leaving no later than 8 a.m.

Please plan your arrival in Montreal as early in the day as possible and your departure from Montreal no earlier than noon. Anyone traveling outside of these time frames will need to take the regularly scheduled Orléans Express buses.

COMMUNICATION AMONG ATTENDEES

In order to make it easier for convention attendees to communicate with one another, to find a roommate, to rent a car, or to learn more about what Trois-Rivières has to offer, we have created a private Facebook group dedicated to the convention. AATF members can join the closed Facebook group from the AATF Facebook page @AATFFrench or go directly to @AATF_TR.

EXCURSIONS AND ACTIVITIES

- ▶ Tuesday, July 14: Pre-convention Full-day Excursion: *Découverte de la Mauricie* organized by Prométour. Cost: \$100 U.S. (pre-registration required; spouses and guests welcome)

- ▶ Wednesday, July 15: Keynote session (9-11 a.m.) Presentation of Future Leaders, welcome from Québec officials, keynote address.
- ▶ Welcome Lunch (11:30 a.m.-1 p.m.) Cost: \$45 U.S. (pre-registration required; spouses and guests welcome)
- ▶ Workshops (1-4 p.m.) (pre-registration required)
- ▶ Wine and Cheese Reception (4-7 p.m.): Welcome and opening of the exhibits
- ▶ Thursday, July 16: Walking Tours (4:00-5:30 p.m.) Cost: \$20 U.S. (pre-registration required)
- ▶ *Dictée* (4:45 p.m.)
- ▶ *Cabane à sucre Chez Dany* Evening excursion organized by Prométour Cost: \$60 U.S. (pre-registration required; spouses and guests welcome; limited to 200 people)
- ▶ Friday, July 17: Awards Luncheon (12:15-2 p.m.) Cost: \$45 U.S. (pre-registration required; spouses and guests welcome)
- ▶ Delegate Assembly (3:30-5:30 p.m.)
- ▶ Walking Tours (4:00-5:30 p.m.) Cost: \$20 U.S. (pre-registration required)
- ▶ Evening excursion: Dinner and *Cirque du soleil* Cost: \$155 U.S. (pre-registration required; spouses and guests welcome)
- ▶ Saturday, July 18: Excursion: *Visite guidée de Boréal, Centre d'histoire de l'industrie papetière*. (1 p.m.) Cost: \$20 (pre-registration required; spouses and guests welcome)
- ▶ We are also working to organize a cooking class on Saturday afternoon. It will be announced as soon as we are able to confirm details.
- ▶ Sunday, July 19-Monday, July 20: Excursion: *Escapade à Québec et sa région* organized by Prométour (2 days/1 night) Cost: \$400 U.S. (pre-registration required; spouses and guests welcome)

Hopefully, by the time you read this, we will have been able to confirm everything and begin registration. Please check the website at <https://www.frenchteachers.org/promote-french/convention/> for the latest and most accurate information..



MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Je ne m'attendais pas du tout à écrire un message pareil pour ce numéro. Nous faisons face tous à des défis inouïs. Le mois de mars est typiquement un mois mouvementé avec le Grand Concours, les vacances de printemps, la Journée de la Francophonie sans parler des examens, de la «fièvre de printemps» et de tous les événements qui se préparent avant la fin de l'année scolaire. Être obligés de tout arrêter quasiment d'une journée à l'autre est déroutant et angoissant.

Certains de nos collègues ont vu leurs voyages annulés subitement avec seul l'espoir de les replanifier plus tard. D'autres se trouvaient en plein voyage et ont dû couper court leur séjour pour rentrer le plus rapidement possible. Ceux qui cherchaient à profiter un peu de leurs vacances de printemps ont

Comment va-t-on finir le semestre? Comment va-t-on attribuer les notes? Quel effet tout cela aura sur leur moyenne? Va-t-on et peut-on complètement oublier ce semestre raccourci ou qui aura un grand trou au milieu même si on revient pour quelque semaines?

Mais tout cela n'est que bagatelles lorsqu'on pense aux élèves et aux familles en situation précaire. Comment vont-ils pouvoir se nourrir quand ils prennent leur repas principaux à l'école? Comment peut-on enseigner à distance à des élèves qui n'ont pas accès à la technologie chez eux? Comment soutenir les élèves lorsque leurs parents risquent de perdre leur emploi ou au minimum de perdre quelques semaines de salaire? Et que feront ceux qui n'ont pas d'assurances?

Après quelques moments de désespoir, il faut se retrousser les manches. Nous pouvons toujours partager notre amour pour le français avec ces élèves et étudiants en leur proposant des activités qu'on n'aurait peut-être pas eu la possibilité de faire en classe. Laissez parler votre inspiration, et mettez-vous à la place de vos apprenants. Quels sujets pourrait-on examiner ensemble à partir de ressources en ligne qui leur ouvriront l'esprit, qui parleront à leur imagination et qui leur

inspireront l'envie de continuer leurs études de français? Visitez la page de l'AATF où vos collègues ont partagé leurs idées, et adhérez à notre groupe Facebook (<https://www.facebook.com/groups/2951972611529532/>) où vous pouvez discuter des problèmes et des réussites.

Ce qui est clair, c'est que le futur est incertain. Il faut renforcer l'esprit de solidarité qui existe entre les professeurs de français et parmi les élèves de français. Comme nous avons tous rêvé de visiter la France ou un autre pays francophone au début de nos propres études, faisons voyager les élèves dans leur imagination, par l'art, par la musique, par l'histoire, par la cuisine.... Jouons le rôle d'éclairer pour cette nouvelle scolarité expérimentale. Aidons les élèves à devenir débrouillards, flexibles et confiants.

J'espère de tout cœur que les choses se seraient calmées d'ici jusqu'au moment où vous lirez ce message, mais l'AATF restera à vos côtés pour écouter, conseiller et collaborer dans ces jours difficiles.

Jayne Abrate
Secrétaire générale
abrate@frenchteachers.org

« **Jouons le rôle d'éclairer pour cette nouvelle scolarité expérimentale.** »

appris que ces «vacances» se prolongeaient indéfiniment.

En tant que professeurs nous pensons d'abord à nos élèves et étudiants. Les universités ferment et renvoient les étudiants chez eux. Mais qu'arrive-t-il aux étudiants, étrangers et autres, qui ne peuvent pas retourner à la maison? Les élèves en dernière année qui comptaient profiter de leur dernier semestre pour préparer les examens certes mais aussi pour créer de bons souvenirs avec leurs amis.



LABELFRANCEÉDUCATION: BALTIMORE INTERNATIONAL ACADEMY RECOGNIZED

On December 12, 2019 the Consul General of France in Washington DC, Mr. François Penguilly accompanied by the Educational Attaché Mr. Mathieu Ausseil presented the prestigious LabelFrancÉducation Award to Baltimore International Academy (BIA) for the excellence of its French Immersion program.

LabelFrancÉducation is a seal of quality for bilingual education in French and another language. Launched in 2012, the LabelFrancÉducation is granted by the French Ministry of Foreign Affairs to schools promoting French language and culture as part of their curriculum. LabelFrancÉducation recognizes and rewards public and private schools that offer students enhanced instruction in the French language while also teaching other subjects in French. The accreditation is valid for three years and enables teachers and schools to take advantage of a worldwide network of schools with which they can share resources, methodology, and programs. It also provides a guarantee for families of the assurance of high quality French bilingual teaching.

Baltimore International Academy (BIA) is a K-8 multi-language Immersion and International Baccalaureate School located in Baltimore, MD. It is a Baltimore City Public Schools Char-

ter School. Aside from its French Immersion program, BIA offers Spanish, Chinese, Arabic, and Russian Immersion programs. This institution creates polyglot students who are able to host and welcome Baltimore City and Maryland educational and political authorities in six languages.

In her acceptance speech, Dr. Kona-Facia Freeman Nepay, BIA Founder and Executive Director recalled the institution's remarkable journey from when it opened its doors 12 years ago in 2007 with only two language immersion programs at the time.

The network of LabelFrancÉducation accredited schools includes 393 schools in 58 countries with 33 schools in U.S.

► **Henriette Sindjui**
Baltimore International Academy (MD)
sindjui4@yahoo.fr

Photo: From Left to right: M. Mathieu Ausseil, Attaché Culturel Ambassade de France, Ms. Keting Xiao, Assistant Principal, Mme Henriette Sindjui, IB Coordinator, Mme Elena Lokounia, Principal, Dr. Kona-Facia Freeman Nepay, Founder, Executive Director, M. Francois Penguilly, Consul General de France à Washington.



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!

TROIS-RIVIÈRES AATF CONVENTION

► July 15-18, 2020

2020 EXECUTIVE COUNCIL

ANNE JENSEN**President [2021]**

San Jose State University
San Jose, CA

annejensen@frenchteachers.org

JAYNE ABRATE**Executive Director [2022]**

302 North Granite Street
Marion, IL 62959-2346
Ph: 815-310-0490; Fax: 815-310-5754

abrate@frenchteachers.org

RITA DAVIS**Vice-President [2020]**

Agnes Irwin School
275 South Ithan Avenue
Bryn Mawr, PA 19010

rdavis@agnesirwin.org

MARTHA BEHLOW**Vice-President [2021]**

Geneva Community High School
Geneva, IL

mbehlow@geneva304.org

CATHERINE RITZ**Vice-President [2022]**

Boston University
Boston, MA

catherineritz@gmail.com

EDWARD OUSSSELIN**Editor in Chief, French Review [2022]**

Western Washington University
Modern & Classical Languages
Humanities 203

Bellingham, WA 98225-9057

Ph: 360-650-2092; Fax: 360-650-6110

edward.ousselin@www.edu

MEGAN DIERCKS**Editor, National Bulletin [2022]**

Colorado School of Mines
Golden, CO 80401

nbeditor@frenchteachers.org

LISA NARUG**Director National French Contest [2022]**

P.O. Box 3283
St. Charles, IL 61874-3283
Ph: 630-677-2594

legrandconcours@sbcglobal.net

MARGARITA DEMPSEY**Region I (New England) Representative [2020]**

Smithfield High School
Smithfield, RI 02917

mbdempsey11@gmail.com

Chapters: CT, Eastern and Western MA, ME, NH, RI, VT

DIANE PARAVAZIAN**Region II (New York & New Jersey) Representative [2021]**

New York University

dparavaz@aol.com

Chapters: Metropolitan, Nassau, Suffolk, Westchester, NY, Central NY, Hudson Valley, Pays du Nord, Rochester, Western NY, New Jersey

KATY WHELOCK**Region III (Mid-Atlantic) Representative [2022]**

Wakefield High School
Arlington, VA 22206

katywheelock@yahoo.com

Chapters: Central PA, DE, MD, Northeastern PA, Northern VA, Philadelphia, Western Pennsylvania, Susquehanna Valley, Lehigh Valley, VA

DEANNA SCHEFFER**Region IV (Southeast) Representative [2021]**

Saint Augustine High School
Saint Augustine, FL 32084

deannascheffer@gmail.com

Chapters: AL, FL, GA, MS, NC, SC

STEVE OHLHAUT**Region V (East Central) Representative [2022]**

West Lafayette Jr/Sr High School
West Lafayette, IN

ohlhaut@wl.k12.in.us

Chapters: Detroit, IN, Northwest IN, KY, MI, OH, TN, WV

SHEILA CONRAD**Region VI (West Central) Representative [2020]**

Bettendorf High School
3333 18th Street

Bettendorf, IA 52722

sconrad@bettendorf.k12.ia.us

Chapters: Chicago, Kansas City, St. Louis, Downstate IL, IA, MN, WI

CARA HEMINGER**Region VII (South Central) Representative [2022]**

Lincoln North Star High School
Lincoln, NE

caraheminger@gmail.com

Chapters: AR, KS, LA, NE, Central TX, El Paso, Hautes Plaines, Houston, North TX, OK, South TX

SUSIE HENNESSEY**Region VIII (Southwest) Representative [2020]**

Inderkum High School
2500 New Market Drive
Sacramento, CA 95835

mmehennessey@gmail.com

Chapters: AZ, HI, NM, NV, Northern CA, San Diego, Southern CA, UT

CATHERINE OUSSSELIN**Region IX (Northwest) Representative [2021]**

Mount Vernon High School
314 North 9th Street

Mount Vernon, WA 98273

catherineku72@gmail.com

Chapters: CO-WY, ID, MT, ND, OR, SD, WA/AK



IDÉES POUR LA LECTURE DANS LE COURS DE FRANÇAIS LANGUE ÉTRANGÈRE

En tant qu'enseignants de la langue française, nous sommes conscients du pouvoir de la lecture pour améliorer le vocabulaire, la grammaire, et les connaissances culturelles, mais pour être plus efficace, notre rôle doit également être d'enseigner correctement la lecture à nos élèves. Les histoires sont l'essence même de l'expérience humaine et la lecture est un moyen puissant de communiquer à quel point ces expériences sont universelles, quelle que soit la langue dans laquelle on est né.

LES OBSTACLES POTENTIELS AVEC LA LECTURE À L'ÉCOLE

Un premier problème auquel nous devons faire face est la difficile tâche de trouver des livres appropriés pour les élèves de français. Selon leur niveau, il est difficile de trouver des livres authentiques, ou autrement dit, écrit par un francophone natif pour un lecteur francophone natif, qui soient compréhensibles pour un apprenant de français. Au contraire, les livres écrits pour les élèves de français sont parfois trop simplifiés. En plus, il est bon de trouver une lecture intéressante avec une histoire intrigante, et bien sûr nous espérons aussi y trouver quelques éléments culturels. J'ai eu du succès avec les livres de Blaine Ray, la série de Brandon Brown par Carol Gaab, *la France En Danger* et *les Secrets de Picasso* par Mira Canion. J'ai écrit moi-même deux romans basés sur les intérêts de mes élèves et les leçons faites en classe. Ils s'appellent *Au Pays du Rougarou* et *le Rat des Catacombes*.

Des recherches démontrent que l'enseignement des langues s'améliore le plus quand on lit tout simplement pour le plaisir [Krashen, 1994]. Comment pouvons-nous rendre la lecture en français agréable? J'ai constaté que lorsque les élèves participent tellement qu'ils oublient qu'ils sont en train d'utiliser le

français pour s'exprimer, ils sont plus susceptibles de continuer. Cette démarche est aussi efficace pour la lecture. S'ils sont intéressés à la lecture, s'ils participent à la lecture et s'ils croient qu'ils vont apprendre la langue en même temps, il est probable qu'ils continueront. La citation de Pernille Ripp [2018], illustre comment je vois notre rôle d'enseignant du français: «Our job as teachers is not to police reading, but to support the love of reading».

Jan Pilgreen [2000: 22] fait part dans son livre, *The SSR Handbook*, qu'un autre obstacle à la lecture par les jeunes adultes est la pression exercée par des camarades. Elle déclare «If their peer group does not view reading as an acceptable activity, they will not read at all [Pilgreen, 22]». Même s'ils reconnaissent que la lecture est une activité avec des gains linguistiques, nous devons quand même leur «vendre» le livre avant de le lire en classe. Voici une première technique pour générer de l'intérêt pour une lecture particulière:

IDÉE DE PRÉ-LECTURE: COMMENT SUSCITER L'INTÉRÊT?

Créer des références à leur monde

Quelques semaines avant de commencer à lire, il est efficace de nommer le titre, les personnages et toute autre information importante au livre. Parlez du livre comme si c'était la meilleure chose à lire. Soyez sûrs d'indiquer le livre à chaque fois que vous pouvez

avec des phrases comme «Cela me rappelle une scène du livre que nous lisons...», mais évitez de divulguer comment les scènes importantes finissent. Cela permet d'acquérir des connaissances de base essentielles, et ils reconnaîtront la scène lorsqu'ils commenceront à le lire, mais comme vous n'avez pas divulgué la fin, les élèves resteront intéressés. De même, faites des parallèles entre les élèves de la classe et les personnages de l'histoire. Cela contribue à susciter l'intérêt, car lorsque la classe commencera à lire, les élèves anticiperont la lecture de certains personnages pour voir s'ils ressemblent vraiment. Les moyens de tracer ces parallèles apparaissent naturellement en classe lorsque les élèves partagent des informations, par exemple s'ils parlent des problèmes similaires à un personnage du livre ou s'ils ont des goûts similaires. En utilisant cette technique, l'enseignant peut élargir cette technique de références et mettre en scène une section du livre en utilisant des élèves de la classe comme acteurs. Chaque élève joue le rôle et porte le nom d'un personnage du livre. Quand ils liront l'histoire, ils s'écrieront: «C'est la scène que nous avons faite en classe!» Dans certains cas, le nom du personnage devient son surnom permanent, ce qui permet de personnaliser encore plus l'histoire et de susciter



l'engagement de l'élève.

Une autre idée consiste à établir des parallèles non seulement avec les étudiants eux-mêmes, mais également avec une célébrité adorée par les étudiants. Les élèves peuvent visualiser l'aspect et les gestes du personnage et commencer à le connaître avant même de lire. La technique de «movie talk» peut également créer un intérêt. Choisissez une scène captivante d'un film et montrez la scène sans le son tout en décrivant ce qui se passe, tout en précisant comment cela vous fait penser au livre qu'ils vont lire.

IDÉE PENDANT LA LECTURE: RENDRE L'HISTOIRE MEILLEURE QU'ELLE NE L'EST!

Comment lire entre les lignes

Ce que nous lisons en classe doit être compréhensible. Pour que la lecture soit efficace, la sélection des livres doit être adaptée aux capacités linguistiques des élèves. Malheureusement, beaucoup de livres destinés à ceux qui apprennent le français risquent de paraître trop simplifiés. Bien que ce niveau linguistique soit adéquat pour eux, il semble parfois trop élémentaire, enfantin ou ennuyeux. Dans cette situation, nous devons vraiment aider les élèves à apprendre à «lire entre les lignes». Par exemple, le livre vous donne: «Elle regarde le garçon. Elle est timide. Elle ne parle pas». Afin de maintenir l'intérêt des élèves, le professeur doit guider la classe à interpréter et à embellir ces messages. Il est utile de penser que la vie est comme un feuilleton. Le drame, l'exagération et l'épanouissement suscitent l'intérêt. Nous adaptons donc le texte au niveau d'un feuilleton. Nous demandons aux élèves de poser le livre un instant et de répéter ce que ce passage signifie. En utilisant des gestes, des mots apparentés et un ton de voix, nous créons avec la classe ce qui s'est vraiment passé dans la scène. Par exemple: «elle regarde passionnément le beau garçon, le garçon de ses rêves. COMMENT a-t-elle vécu si longtemps sans lui dans sa vie? Il se dirige vers elle et elle ouvre la bouche pour parler mais elle ne dit rien!»

C'est beaucoup plus intéressant, et les étudiants seront intéressés à en entendre davantage. Après avoir créé ces détails du livre, nous pouvons renforcer cette nouvelle version avec nos élèves en leur demandant de:

- ▶ Jouer la nouvelle scène en classe;
- ▶ Dessiner la scène et la raconter;

- ▶ Demander à de petits groupes de jouer ou de dessiner la scène et de la présenter. Transformer les nouvelles scènes en Oscars et demander à la classe de voter pour la meilleure interprétation;
- ▶ Trouver une grande scène d'amour d'un film et la reformuler en tant que scène du livre;

IDÉE POST-LECTURE: ÉVALUER L'APPRENTISSAGE TOUT EN INTÉGRANT LES ÉLÈVES À L'HISTOIRE.

Freeze Frame ou Arrêt sur image

Inspirée par les nombreux étudiants en théâtre de mes classes, j'ai commencé à chercher des techniques que les professeurs de théâtre utilisent. Je suis tombée sur quelques sites en ligne qui décrivaient la technique *Freeze Frame*, et je l'ai adaptée à mes besoins. Les étudiants sont divisés en groupes (3 à 6 par groupe selon la scène). Chaque groupe reçoit une scène du roman. J'ai écrit les scènes et les ai distribuées à chaque groupe. Je leur ai donné environ quinze minutes pour jouer la scène avec des accessoires. Je n'ai pas fourni d'accessoires (bien que cela puisse être une possibilité amusante aussi). Les élèves ont dû improviser des accessoires, ce qui a rendu l'activité très amusante. J'attribue des rôles comme un Réalisateur qui positionne les autres dans la représentation de la scène et prend la photo finale, le Décorateur des déguisements et les Acteurs. Le Réalisateur prend une photo de la scène, et les étudiants partagent ensuite les photos avec moi (par courrier électronique ou par Google en classe). Il y a beaucoup de possibilités sur ce que vous pouvez faire avec les images, mais mes prochaines étapes étaient les suivantes:

1. Projetez leurs photos une par une. Demandez-leur de se jumeler et de décrire ou de décrire en classe ce qui se passe en français. Les élèves établissent ce qui s'est passé dans cette scène et à quel moment dans le livre cela s'est produit. Cela peut prendre du temps car ils sont impatients de voir les photos des autres. Ils veulent même voir les photos des autres classes, ce qui entraîne davantage de répétitions des scènes de l'histoire.
2. Écrire—Affichez toutes les photos et demandez aux élèves de les classer par ordre chronologique et de décrire

par écrit ce qui se passe à ce moment-là dans le livre.

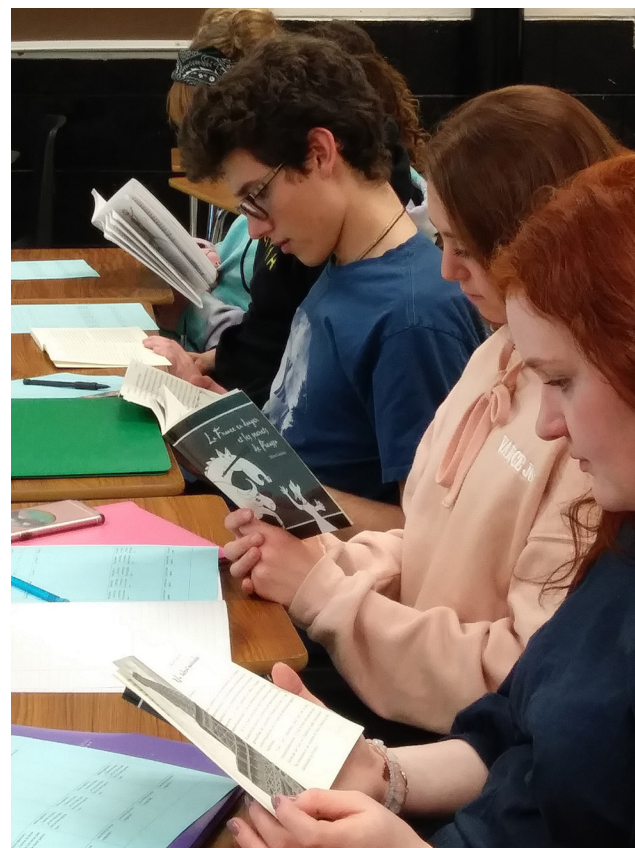
C'est étonnant de voir à quel point les compétences en communication des élèves s'améliorent au cours de la lecture d'un roman ensemble lorsque la lecture est remplie d'activités qui invitent les élèves à participer dans l'histoire et qu'ils utilisent le français. J'espère que ces techniques de lecture vous inspireront et vous inciteront à envisager d'autres manières à enseigner le français mais également d'enseigner l'amour de la lecture. Si oui, partagez s'il vous plaît!

▶ Anne Briotet

Arapahoe High School (CO)
abriotet@lps.k12.co.us

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- Pilgreen, Jan. *The SSR Handbook*. Heinemann Educational Books, Portsmouth, NH, 2000.
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2019 NATIONAL FRENCH WEEK MEDIA CONTEST WINNERS

2020 is the contest's 9th year, and the participation rate continues to soar! In 2019, we had a record 134 entries in two divisions.

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

INTERMEDIATE DIVISION

Place	Title	Students	Teacher	School
1 st	La Vie des Français	Yosef K., Maria F., Luna L., Coralie T., Itzel B., Daniel T., Alexandra G.	Marjorie Blettry	Gems World Academy Chicago
2 nd	Dans mon cœur et dans mon sang	Mrigayu G.	Flore Numa Ulysse	Uplift North Hills Preparatory
3 rd	Le Français chez moi	Sidney N., Zayna K., Niamh O., Victoria D., Elayna D.	Dawn Fiorilli	William Annin Middle School
Honorable Mention	French in Our Lives	Greer R., Angel G., Fernanda L., Peyton Q.	Shannon Stone	Flagstaff Academy

SECONDARY DIVISION

Place	Title	Students	Teacher	School
1 st	Le Français chez moi	Caisson B., Nicole B., , Georgia B., Caylee D., AJ M., Ashlyn S.	Holly Pursley	Bayshore Christian School
2 nd	Le Français chez moi	Emma V D.	Alecia Pasdera	Whitewater High School
3 rd	Le Français chez moi	Celia X.	Deidra Boucher	Masconomet Regional High School
Honorable Mention	Le Français chez nous	Maria B., Caroline B., Lara S.	Deidra Boucher	
Honorable Mention	Le Français chez moi: East Leyden	Omar M., Yahaira E., Luis V., Jessica P., Roaa M., David M., Rocio F.	Miller George	East Leyden High School

AATF OUTSTANDING STUDENT AWARDS



a student must [1] have maintained an "A" average in French; [2] have maintained a "B" average overall; [3] be in his or her senior year at a public or private secondary school or at a public or private college or university; [4] have

The AATF has established an Outstanding Senior in French Award and an Excellence in French Award. To qualify for the senior award,

demonstrated exceptional commitment to the study of French by participating in extracurricular activities related to French; [5] at the time of graduation, have completed at least three years of formal French study; and [6] be a non-native speaker of French.

AATF Excellence in French Awards can be made to any number of students at any level. There are no specific requirements beyond the teacher's recommendation.

Recipients of both awards will receive a certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the prin-

cipal or dean. Outstanding Seniors will also be placed website Honor Roll. The registration fee for both awards is \$25. For an additional \$10, students can also receive a medal.

There is no deadline for either of these awards. The nomination form is posted on the website or can be made through the Online Store [<https://store.frenchteachers.org>].





2020 NATIONAL FRENCH WEEK CONTESTS

The theme for the contest in 2020 is "Tout est possible avec le français. / Everything is possible with French."

VIDEO/ANIMATION CONTEST

Deadline: Received by **November 15, 2020.**

Rationale: Since many students create their own videos and blogs, the Council thought that this contest would bring in students and teachers who are interested in technology.

To Submit: See National French Week link on the AATF website or page 14 for instructions regarding format and where to upload the video/animation. Entries can be made using Glogster, Animoto, embedded Web tool, or shareable app of the student's choice. Please visit the AATF site to find a list of the suggested Web tools. If using these sites, teachers should choose the free educator subscription or have students set up their own accounts. The project should be viewable by the judges, but the projects should be marked "Unlisted" until the awards have been announced. Please include a URL to the project in the registration form. The contest judges may request that you share the embed code for the project after the awards have been announced. For questions on Web tool or app usage, please contact Catherine Ousselin at [catherineku72@gmail.com]. For ideas on

past submissions, visit the National French Week blog site at [<http://nfwposter.blogspot.com/>].

Guidelines: The video/animation must relate to the contest theme. Minimum length 30 seconds. Maximum length: 2 minutes. No copyrighted figures (ie. Snoopy, Astérix) accepted. Videos with references to alcohol, drugs, or violence will not be accepted. Each entry must be the original work of a current French student or group of students whose teacher is an AATF member for 2020. There is a limit of five entries per school. The video/animation must include the names of the school, French teacher, and students who contributed to the project.

Competition divisions: [1] Intermediate: Grades 6-8, and [2] Secondary: Grades 9-12

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

FRANCOPHONE TRIVIA CONTEST

The Third Annual Francophone Trivia Contest held via Kahoot! will be organized in fall 2020. Any 1st grade- university student whose teacher is an AATF member is eligible to compete. There is no fee to enter, and teachers arrange contest play in their classes when it is convenient. The Kahoot! consists of 25 questions in English which cover various aspects of the Francophone world. The top scorers will advance to a Final Round, which will also be held via Kahoot!

The teacher of the top-scoring student will win a free AATF membership for 2020. Stay tuned in the fall for an announcement with the contest website & instructions

Note: There will no longer be a National French Week Essay Contest.

DÉCOUVREZ TROIS-RIVIÈRES, QUÉBEC!

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





SALUT LES JEUNES!

CELEBRATE POETRY MONTH

Spring inspires us with buds, blossoms, colors, and warmer weather. Use these themes to promote language learning through poetry. Think about the basics including "Repetition and Rhyme," and then launch those creative spirits. Here are some examples that have been used with success:

Repetition with "C'est le printemps" (incorporated into Kindergarten – 2nd grade curriculum)

*Sautez, sautez comme une grenouille
C'est le printemps!
Volez, volez comme un papillon
C'est le printemps!
Coin, coin, coin comme un canard
C'est le printemps!
Marchez lentement comme une tortue
C'est le printemps!
Regardez le lapin avec ses longues oreilles
C'est le printemps!
Fêtez, fêtez, oui, oui, fêtez
C'est le printemps!*

My students move like the different animals and stand with their arms extended for the "C'est le printemps!" line.

Here's a way to do springtime in Paris with shapes connected to some of the monuments:

Rhyme with "Les Formes" (incorporated into Kindergarten – 8th grade curriculum)

Les formes, les formes, elles sont partout,

*Combien de formes avez-vous vues?
Il y a des formes autour de la ville
En haut, en bas, devant vous!
Regardez les triangles à l'entrée du Louvre
C'est la grande pyramide.
La Tour Eiffel a des formes aussi
Triangles, rectangles, carrés, oui, oui, oui!
L'Arc de Triomphe, une forme intéressante,*

*Un rectangle et une arche, quel monument!
La cathédrale de Sacré-Coeur en haut de Montmartre a une forme unique;
Mais retournez au Louvre pour des formes fantastiques.*

*Jardins, tableaux, immeubles si magnifiques,
C'est un grand voyage historique.
La pyramide, la pyramide, un symbole très beau,
Elle représente un contraste entre l'ancien et le nouveau.
Les formes, les formes, elles sont partout,
Combien de formes avez-vous vues?*

Finally, borrow a fabulous form of poetry from the Japanese culture known as haiku. Remember the structure is three lines with a total of 17 syllables. The syllabic count is divided into 5 syllables in the first line, 7 syllables in the second line, and 5 syllables in the third line. What a great way to have students dissect the language and write poetry at the same time. Here are two examples:

*Aujourd'hui, je dis,
«C'est une journée pour jouer.
Endehors je vais.»*

*Jaune, vert, violet,
Couleurs sont partout c'est vrai
En mars, avril, mai.*

April is poetry month, and we also encourage everyone to join us in Trois-Rivières in July to share more poetry in the city that celebrates a ten-day International Poetry Festival every year. Bring some poetry from your students to highlight the incredible creativity and imagination they show us in the classroom every day.

► **Karen Campbell Kuebler**
Chair, AATF FLES* Commission
kkcdanser@verizon.net



**JEUNES AMIS
DU FRANÇAIS**

MIDDLE SCHOOL HONOR SOCIETY

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



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 Regina Symonds, SHF President at symondsshf@gmail.com; or Teacher Representatives Andrea Isabelli at andreaisabelli@sbcglobal.net or Tracy Rucker at trucker@loucol.com. Information on applying for a charter and ordering materials is available from 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 and their various projects at:

<https://frenchteachers.org/about/commissions/>

CHAPTER NEWS

EASTERN MASSACHUSETTS

The Boivin Center, founded at South-eastern Massachusetts University by Omer E. and Laurette M. Boivin, will celebrate its 35th anniversary in 2020. The Center continues to grow and meet new and even greater challenges. Over the years it has given many scholarships to help students participate in study abroad opportunities, has offered a certificate program in international marketing and French, and has received numerous authors, scholars and academicians, chefs, diplomats, language advocates, movie producers, and singers as part of their acclaimed cultural program. Center director Mel Yoken's hope for the next 35 years is to strengthen the Center with new and increased membership, and enhance awareness of the global impact of France, Québec, and other francophone countries in our present-day society.



SAN DIEGO

Chapeau! to chapter president Rachele DeMeo, who produces three videos a week on YouTube teaching French. Students get a glimpse of life in France through a series of videos entitled "French Fridays." AATF members and their students use them in class to reinforce learning (<https://tinyurl.com/uzgb6vu>).

The chapter is pleased to announce that students in their circle have decided to pursue teaching French as a career.



UPCOMING AATF CONVENTIONS

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

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 to 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.

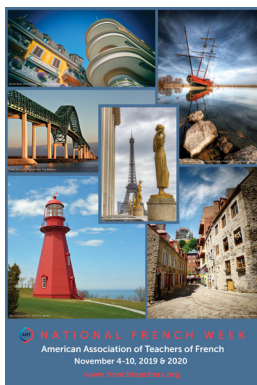
▶ **Karen Kuebler**
kkcdanser@verizon.net

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 \$2225 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.

NATIONAL FRENCH WEEK MATERIALS

<https://store.frenchteachers.org>



1 BUMPER STICKERS

National French Week Bumper Stickers.

Price • \$1 each or 10 for \$7.50

2 2019-2020 NFW POSTER

Price • \$2 each or 10 for \$15

3 PENCILS

White National French Week Pencils

Price • 5 for \$1



4 BUTTONS

Two-inch round National French Week buttons

Price • \$.65 each or 10 for \$6

5 TEE-SHIRTS

National French Week Tee-shirts are royal blue with NFW logo imprinted in white.
Sizes: M, L, XL, XXL.

Price • \$12

6 NFW PROMO KIT

Includes 25 each balloons, pencils, buttons, bumper stickers, 10 NFW Posters

Member Price • \$35

Pencils: La Semaine du Français: du 8 au 14 novembre [5 for \$1]
Buttons: On est les meilleurs! [65 cents each or 10 for \$6]
Balloons: National French Week: La Semaine du Français [10 for \$1]
**SPECIAL: Order 25 of each item (100 items total) for \$35 (14% savings)

Extra Posters [2 each or 5 for \$8]

T-shirts [blue with white logo design]

_____ T-shirts x \$12 _____ M _____ L _____ XL _____

_____ T-shirts x \$12 _____ XXL _____

Quantity	Total
_____	_____
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_____	_____
_____	_____
_____	_____

Total enclosed. _____

Name: _____ Phone: _____

Address: _____

City, State, Zip _____

Send this form with payment to AATF, 302 N. Granite St, Marion, IL 62959. Also available at [<https://store.frenchteachers.org>].

WORKSHOPS IN TROIS-RIVIÈRES

Les ateliers auront tous lieu le mercredi 15 juillet de 13h à 16h. Les frais d'inscription pour chaque atelier sont de 30\$. Un atelier est inclus dans le Full Registration Package. Le Centre de la francophonie des Amériques organisera également un atelier sans frais.

W101: Du Classique à la nouvelle sortie, les films comme base des conversations complexes à travers l'apprentissage de la langue et de la culture

Intervenante: **Beckie Bray Rankin**

Nous allons prendre des films traditionnels et modernes en décalant notre perspective sur la vie actuelle des élèves. Nous nous plongerons dans quelques exemples d'unités, d'activités et de films qui risquent de recadrer les attentes de l'emploi du film en classe.

W102: Vive le *Petit Prince*! Il est revenu...

Intervenante: **Janel Lafond-Paquin**

Il y a tant de choses qu'on peut faire avec ce livre qui attire les petits et les plus grands! Venez voir ce que l'intervenante vous propose comme activités engageantes qui incorporent les quatre compétences et les intelligences multiples.

W103: Le Cinéma, un outil linguistique, culturel et artistique pour les cours de langue

Intervenants: **Nathalie Degroult, Perry Moon, Gyselle North**

Les intervenants viseront trois objectifs auxquels le cinéma peut servir: (1) développer les compétences linguistiques; (2) approfondir les connaissances culturelles; et (3) faire apprécier le cinéma aux élèves. Les animateurs présenteront des activités qu'ils ont utilisées dans leurs cours.

W104: Voyager, visionner, vivre...en français!

Intervenante: **Regina Symonds**

Assurez une présence solide du programme de français dans votre école en offrant des opportunités de voyage, de croissance, d'unité et d'immersion à tous les élèves de français. Guidez les élèves tout au long de leur parcours d'apprentissage en faisant les connections avec le monde réel.

W105: Enseigner l'Afrique francophone

Intervenantes: **Patricia Cummins, Brahmina Kone**

Presenters introduce medieval West African history and the Kingdom of Mali at the time of Sundiata, the Lion King. They continue with colonization, decolonization, and the issues for French-speaking Africa in the 21st century. Hands-on materials will be age-appropriate. Videos on Africa will be accessible.

W106: Addressing the Needs of Unusual Student Populations

Intervenantes: **Mary Helen Kashuba, SSJ, Claire Frazier, Marie Schein**

Each panelist will share her research and classroom experiences pertaining to the teaching of French to learners who face disabilities ranging from anxiety to more severe learning differences. Then, the panelist will engage attendees in the planning of adaptive lesson plans that offer all their learners an equal chance to succeed in the French class.

W107: iCan Curate & Create! Leveraging the AATF's Online Authentic and Curricular Resources

Intervenante: **Catherine Ousselin**

Whether you are a cautious, curious, or adventurous user of online authentic resources, our challenges are the same: How do teachers find, adapt, and modify the abundant variety of resources into our curricula? Learn about thematically-organized resources on sites such as Wakelet, Pinterest, YouTube, Google Albums, IFProfs-USA, Facebook, and Diigo.

W108: Authentic Senegalese Resources to Explore Food Traditions and Ideals of Beauty, Art, and Music

Intervenante: **Katy Wheelock**

This interactive workshop will explore practices, products, and perspectives in Senegal with a focus on ideals of beauty, art, and music, and traditions of food. This experiential learning experience will include cultural activities as well as learning new vocabulary and concepts central to Senegal with over 100 authentic resources.



WHAT'S NEW IN THE FRENCH REVIEW? [93.4 MAY 2020]

SOCIETY AND CULTURE

- The Maid and the Milkmaid: Joan of Arc and Marie Antoinette [Stewart]
- Pour une dénonciation véhémement de la destruction d'Hiroshima, par Camus "à chaud" (8 août 1945) et par Duras "à froid" (1958) [Grégoire]

LITERATURE

- Queer Temporality and Histories in *À la recherche du temps perdu* [Soldin]
- The Witness of Literature: Soazig Aaron's *Le non de Klara* [Hoft-March]
- La fracture identitaire au Machrek à la lumière des *Identités meurtrières* d'Amin Maalouf [Dakroub]
- Un homme en quatre morceaux? Dany Laferrière, Identity, and the *Académie française* [Thomas]
- Responses to Climate Catastrophe and the Problematic of Nature in *Exodes* by Jean-Marc Ligny [Dolidon]
- Du bain à l'eldorado: réhabilitation de la Guyane dans deux robinsonnades de Boussennard [Faire]
- L'ambivalence des récits orientalistes sur Constantinople [Barbé]
- Le jazz de Jean-Claude Charles [Chauchois et Glacet]

FOCUS ON THE CLASSROOMS

- Réalisation de JT en classe de français: entre simulation et authenticité [Jeanmaire et Duval]
- Digital Mapmaking and Developing a Sense of Place in Study Abroad [Dessein and Uraub]

INTERVIEW

- Entretien avec Christine Montalbetti [Schwerdtner]

DOSSIER PÉDAGOGIQUE

- 1981 [Ricardo Trogi, 2009] [Katharine Harrington] [on website]



WHAT STUDYING FRENCH HAS DONE FOR ME

NB: The following is part of a speech given at a National French Week assembly at the Agnes Irwin School (PA). The writer, who took AP French, is a former student of AATF Vice-President Rita Davis.

I'm honored that Madame asked me to speak today, because I remember sitting where you were seven years ago, when another student gave the French assembly talk. After hearing her speak she became my role model, and I'm proud to be following in her shoes.

Before I launch into how learning French has benefited me in so many ways, I wanted to ask a few questions: When have you used a foreign language? When was a time you wished you knew a foreign language? And what do you think you might use the foreign language you're learning to do? My answer to this question has changed over time, as you'll hear.

If you had asked me that question when I was sitting where you are, my answer would have been very straightforward: to live in Paris. From the age of about 12, this was my dream, and learning French was a clear requirement towards that goal.

I would sit through middle school French classes just giddy about how these words I was learning would sound spoken along the banks of the Seine. No one else was as excited about the *passé composé* as I was. And it was all because I was holding tightly to the dream of one day living in France.

I first got that opportunity when I was fifteen. Through a penpal arrangement our French department set up with an all-girl's school in Paris, I began writing letters, then emails, then Facebook messages to my penpal Solène. Solène invited me to come stay with her family in Paris for part of the summer, and I gladly accepted. I will admit that I was

basically a nervous wreck walking out of the airport, looking for a family I had never met before in a country that was completely foreign to me. I practiced answers to questions they might possibly ask me so I would have pre-formulated responses: "Oui, le vol était

« No one else was as excited about the *passé composé* as I was. »

excellent. Oui, j'ai dormi un peu. Non, j'suis pas trop fatiguée."

But when I met the family, my mind went absolutely blank—I couldn't remember a single word of French. All I could do was smile and say "Oui, d'accord"—over. And over. And over. Every time someone said something I didn't understand or asked me something I did understand but didn't have the vocabulary to answer, I would nod and smile: "oui, d'accord." There were some days, especially in the beginning, when I'm pretty sure it was the only phrase I said the entire day. That family must have thought I was the most agreeable and most boring person on the planet.

It's safe to say my French was inexperienced on this trip. I learned that there is a difference between the French we learn in the classroom and the jargon that kids were using with each other. I could not understand a single word any of Solène's friends said. The only person I could comfortably converse with was her grandfather, and that's because he spoke at the speed of molasses.

At the same time, this was one of the most amazing and formative experiences of my life.

I fell in love with France, with the French, and the French way of life. I came back to the U.S. with a new-found resolve to learn the language. And when I went back to visit Solène again two summers later, I could actually communicate and finally felt the thrill of being able to converse in a foreign language.

After graduating from Agnes Irwin, I deferred my acceptance at Georgetown University to take a gap year. I worked and lived at home to save up money, and then I moved to France for four months and lived in a small village in the Alps. When spring came, I got in a car and took a road trip—for three months I drove around Europe and saw beautiful places, and beautiful people, none of whom spoke French. When I returned to France after those three months, I had the strangest sensation: that of coming home. And this feeling I attribute, largely, to my ability to speak the language. After months of muddling through conversations with my English and whatever few phrases I had memorized from Google, be it in Greece, Croatia, Hungary, or Germany... I had finally returned to a place where I could communicate comfortably. I could walk down the street and understand passerbys' conversations. I could order food and ask for directions and chat with strangers. It was a blessing to understand and be understood. This is the power of language.

Going back to the question—what do you think you might use the foreign language you're learning for?

If you had asked me then, I would have said: for this! To live in France. To make French friends and have French neighbors. To order *raclette*. To be at home in the country I had always wanted to call home. I had a pretty limited understanding, at the time, of how useful French would be to me in more ways than just this most obvious one.

Since starting at Georgetown, I have used my French in so many different facets of my life. French has tied into my major, my extracurriculars, and my future career plans. French has been useful to me at times and in places I never would have imagined.

I'm an international political economy major—basically I study the intersection of politics and economics, with a focus on data science. I'm also a French minor. At first, I wasn't sure how I was going to tie those two together. But it soon became evident. French is immensely useful on the international stage. After English, it is the most common language spoken in the major international organizations. It's an official language of the United Nations, of the World Health Organization, the World Trade Organization, the European Union, the OECD, NATO, the Red Cross, Amnesty International, FIFA, the International Criminal Court—the list goes on.

This has had important implications for my studies and my career plans.

For academics, it means I can access sources in their original version—being bilingual means I am able to read documents that many of my classmates cannot decipher. In my classes, I do believe that this has set me apart.

French has also played a big role in my career aspirations. If you are thinking of working for an NGO or an IGO or any organization that works internationally, being bilingual is immensely useful. Before applying for jobs, I had no idea how widely French is spoken beyond just France—and how I would call on my language skills over and over as something that really sets me apart from other students, job applicants, and employees. Without fail, I have highlighted my French abilities on every job or internship application I have written—even those for jobs in the U.S. It may not be obvious how a foreign language will tie into your work, but it is a useful indicator of your ability to master new skills.

My French has consistently come in handy at work, even when I least expect it to. For example, this summer I worked for a nonprofit called PEN America that advocates for press freedom domestically and abroad. During my time there, a delegation from PEN Togo arrived in DC to meet with the Washington Director of PEN America. As the only person at the PEN America office who spoke French, I was invited to the meeting as a translator.

I imagine a lot of you are interested in working internationally, at least for a number of years. For those of you who are interested in international politics, economics, or development, French is becoming more and more popular among employers in these fields as Africa comes into its own on the world stage. On the African continent, French is spoken by hundreds of millions of people. Due to exponential population growth in Africa, French has become one of the fastest growing languages in the world. Currently, around half of all French speakers live on the African continent—that number is expected to grow to nearly 85 percent by 2050. There is remarkable growth and development happening in Africa—as the continent grows, so too will French, and the demand for French-speaking employees.

At Georgetown, I have realized how much of an asset French is to me. It was something I didn't fully grasp in middle and high school, when the language was just a means to an end, the end being living in France. French has come up in the most unusual of circumstances. For example, one evening I was invited by one of my professors to a fancy reception for which Georgetown had obtained tickets. I was the youngest in the room by far and was surrounded by very important people that were well above my pay grade. I somehow ended up next to the ambassadors of Togo and Benin, both Francophone countries, and tentatively struck up a conversation with them in French. They were thrilled to speak with me in French and introduced me to all their friends—other ambassadors, a governor, a British billionaire named Lord Ashcroft. Thanks

to French, I made connections I never would have otherwise.

Once I realized how useful French is to me, I decided I really needed to invest in the language. With this goal in mind, I will be spending next semester as a student at Sciences Po in Lyon, France. I am excited to study at a French university, and plan on spending the following summer working in France to solidify progress made during my semester.

If there's any advice I could give to you it would be this: having a second language is an asset. Foster it. Don't let it die. I have friends who went to college and stopped taking a foreign language, and each of them have told me they regret it. Study a language in college. You'll regret it if you don't.

So. How do you imagine you will use your foreign language in the future?

Think outside the box—you never know! The possibilities are endless.

► **Morgan Smith**
Georgetown University

Note: Morgan Smith ['16], a junior at Georgetown University's School of Foreign Service and a research fellow at the university's Institute for the Study of International Migration. Morgan, who majors in international political economy with French and math minors, shared her journey as a student of French, and emphasized the valuable role that knowing another language can play in one's collegiate and career plans.



COMMISSION NEWS

COMMISSIONS

MIDDLE SCHOOL COMMISSION SEEKING CONTRIBUTORS FOR ITS THIRD VOLUME!

Are you looking to share your expertise with others and use that contribution towards your professional development plan? We are looking for volunteers to choose a Francophone song or video that they use in class and either share an activity that they currently have or develop an activity (or more!) that could be included in our next volume on music. If you are willing to submit, your name and school will appear in the volume along with your activity or activities, and you will become a published AATF member. Songs and/or videos must have links for teachers to access since the video itself and the song lyrics are under copyright laws. Please feel free to contact me, and I will be more than willing to assist you. I look forward to hearing from you and receiving your submissions!

- ▶ **Janel Lafond-Paquin**
Middle School Commission Chair
madamep51@hotmail.com

COMMISSION ON UNIVERSITIES UPDATE

The Commission on Universities has created a social media presence with a Twitter account (@AATFUniv), and a Facebook page, (@aatfuniversitiescomm). We presented our first webinar, Increasing Majors, on February 10 with speaker Dr. Jen William, Head, School of Languages and Cultures at Purdue University. Finally, we are working toward a publication titled "Roadmap to the Interdisciplinary French Major." Please contact us at universities@frenchteachers.org with any questions or if you are interested in working on any of our projects.

- ▶ Commission Co-Chairs
Jessica Sturm
jsturm@purdue.edu
Isabelle Drewelow
idrewelow@ua.edu

COMMISSION ON ADVOCACY
Kathy Stein-Smith [2020]

Chair
kathysteinsmith@gmail.com

COMMISSION ON CINEMA
Joyce Beckwith [2019]

Co-Chair
mmejoyb@aol.com

Dolliann Hurtig [2019]
Co-Chair
dhurtig@latech.edu

COMMISSION ON CULTURAL COMPETENCE
Martha Behlow [2020]

Chair
mbehlow@geneva304.org

COMMISSION ON FLES*
Karen Campbell Kuebler [2020]

Chair
kkcdanser@verizon.net

COMMISSION ON FRENCH FOR SPECIFIC PURPOSES

E. Nicole Meyer [2021]
Chair
nimeyer@augusta.edu

COMMISSION ON HIGH SCHOOLS
Jean Copeland [2021]

Chair
jean.m.copeland@gmail.com

COMMISSION ON MIDDLE SCHOOLS
Janel Lafond-Paquin [2021]

Chair
madamep51@hotmail.com

COMMISSION FOR THE PROMOTION OF FRENCH

Justin Frieman Charles [2019]
Chair
justinfrieman@yahoo.com

COMMISSION ON TEACHER RECRUITMENT AND RETENTION

Rebecca Léal [2021]
Co-Chair
rebecca.leal@elmhurst.edu

Eileen Walvoord [2021]
Co-Chair
eileenwalvoord@gmail.com

COMMISSION ON TECHNOLOGY
Catherine Ousselin [2019]

Chair
catherineku72@gmail.com

COMMISSION ON UNIVERSITIES
Isabelle Drewelow [2022]

Co-Chair
idrewelow@ua.edu

Jessica Sturm [2022]
Co-Chair
jsturm@purdue.edu



AATF MATERIALS CENTER

<https://store.frenchteachers.org>

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1 ▶ FLEUR-DE-LYS MEDALLION

1-inch in diameter, with a laurel wreath border; back side can be engraved. Silver color. Can be used as a pendant or charm.

Member Price ▶ \$7.50



2 ▶ LES ARMES DES PARIS MEDAL

Bronze-colored Armes de Paris Medal which may be awarded to outstanding students. The back side of the medal can be engraved.

Member Price ▶ \$18



3 ▶ TROUSSE SCOLAIRE

Pencil case, pen, pencil, eraser, sharpener, ruler with imprints in French.

Member Price ▶ \$4



4 ▶ AATF NOTEPAD/POST-ITS

Le Français en Amérique du Nord [1/2 sheet, 50 sheets per pad]

Member Price ▶ \$2



5 ▶ ON EST LES MEILLEURS BUTTONS

Two-inch round buttons with National French Contest logo.

Member Price ▶ \$0.75



6 ▶ AATF LANYARD

Gray lanyard with AATF imprinted.

Member Price ▶ \$4



7 ▶ FORWARD WITH FRENCH PENS

Red pens imprinted with «Forward with French.»

Member Price ▶ \$



8 ▶ WORLD SPEAKS FRENCH

AATF Bumper Stickers.

Price ▶ \$1 each or 10 for \$7.50



9 ▶ AATF TEE-SHIRTS

New AATF T-shirts [available in the fall]; Sizes: M, L, XL, XXL.

Price ▶ \$15

2020 NATIONAL FRENCH WEEK MEDIA CONTEST GUIDELINES

THEME: TOUT EST POSSIBLE AVEC LE FRANÇAIS/EVERYTHING IS POSSIBLE WITH FRENCH

Submission deadline: **December 19, 2020**

Contact Catherine Ousselin, AATF Technology Commission Chair with questions about technology tool suggestions or troubleshooting.
[catherineku72@gmail.com]

Contest guidelines

- ▶ There are two competition divisions: Intermediate (grades 6-8) and Secondary (grades 9-12)
- ▶ Teachers should submit ONE form for each video or project. Limit of 5 submissions per teacher/school.
- ▶ Three minute time limit per video.
- ▶ Videos must conform to all school rules and codes of conduct. Videos with references to alcohol, drugs, or violence will not be accepted.
- ▶ Background music: Please do not use copyrighted music in the video or as background music. While it does add to the appeal of the video, it is not acceptable use.
- ▶ No copyrighted figures [ie. Snoopy, Astérix, etc] accepted.
- ▶ Each entry must be the original work of current student(s) in French whose teacher is an AATF member for 2020.
- ▶ All submissions become the property of the AATF and may be used in AATF publications and on social media sites.
- ▶ All participants in the video completion will receive certificates, and the top-ranking submissions.

Submission | Sharing guidelines

- ▶ YouTube videos should be **UNLISTED**, NOT private. Anyone with the link should be able to view. YouTube is the preferred sharing option. | NB: With Google's new "Content for kids" Regulations, we will not be able to feature any video posted under a student's account. The videos will be judged, but we cannot save them to the YouTube Contest playlist or share them on the contest blog. If possible, please use a teacher/ adult account.
- ▶ All submissions via Google folders / docs **MUST BE** accessible to any viewer. Check settings and ask if you are not sure. If using a school account, click the "ADVANCED" button under SHARE and choose "Open to anyone/public on the Web" If a submission requires permission, it may NOT be considered for competition. Please check the permissions with your students before submitting.
- ▶ Submissions via iCloud: Please check the link permissions. iCloud links sometimes expire before the videos are rated.
- ▶ Submissions via Powtoon or other video creation tools: Please check permissions and link expiration.

Judging Criteria

- ▶ Submissions that are obvious projects for a class project that does not relate to the theme will not be considered.
- ▶ Visual impact, relevance to the theme, and originality are the key points to a successful project.
- ▶ Relevance to theme: This criteria allows for variety in interpretation, but a cooking video for the "The Future is French" video does not relate.
- ▶ Visual impact: Does the video go beyond a seated figure reading from a cue card?
- ▶ Originality: Did the video producers integrate new ideas for the theme or presentation style?
- ▶ Presentation: Was the presentation effective in conveying the theme and students' message?
- ▶ Content: Was the video engaging, purposeful?
- ▶ Organization: Is there a logical progression to the project?
- ▶ French language use will receive extra credit. Obvious Google Translate scripts will not receive extra credit. Our judges are generous in awarding points for French, but if the language is not mostly comprehensible, fewer points will be awarded.

Suggestions: In recent years, judges have noted that many videos rely heavily on France and stereotypes of the French (mustaches, berets, striped shirts, croissants, escargots, baguettes...). We invite you to challenge your students to look beyond the French Revolution, Impressionist artists, and Coco Chanel. Depending on the theme, integrate the Francophone world and current Francophone artists, music, clothing trends, and food.

OFFICE MIX

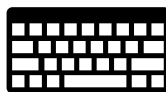


Why bother?

- Slide recording options
- Create quizzes and tests
- Embed web-pages
- Looks just like PowerPoint with added options
- Check who viewed your recording
- Customize and track learning for your students
- Add digital ink to enhance tutorials

To access

Go to mix.office.com
Select 'sign in with a work or school account'
Download and install

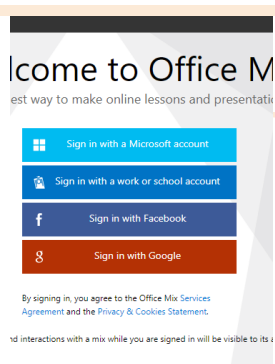


To learn more:

<https://mix.office.com>

How it can be used

- Create recordings and tutorial for enrichment, remediation and flipped classroom
- Add quizzes for instant feedback and formative assessment
- Share tutorials with your department to save time
- Publish to Office 365 videos to share with students and other teachers
- Make your presentations more engaging and interactive with media



ACADEMIC CREDIT FOR THE 2020 CONVENTION

The AATF is pleased to offer 2020 Trois-Rivières Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in Saint-Louis. The cost for one hour of graduate credit is \$180. [This fee covers only the cost of credit; participants must still register for the convention.] Participants must preregister so that paperwork can be completed before the convention.

PRELIMINARY SYLLABUS

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

During the convention:

- Participants will attend the opening session on July 15.
- Participants may select from one of the following strands and attend related sessions scheduled throughout the convention or they may create their own theme-based plan [French and Francophone Cultures, Literature and Teaching Literature, Language Learning, Teaching Techniques, Language Policy and Promotion].

After the convention:

- Each participant will present a written summary of the conference which includes the following: [1] A summary and critique of each session attended; [2] A simulated letter to the editor of your local newspaper describing how this conference will impact your future work; and [3] An analysis outlining how you plan to implement the knowledge gained at the convention in your teaching.
- Submit all written work by September 15, 2020.

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

To access

Log in to Office 365 using Classlink or portal.office.com
Select Sway tile
Click on plus sign on top left and create new
Drag and drop elements to create your Sway



To learn more:

<https://sway.com/>

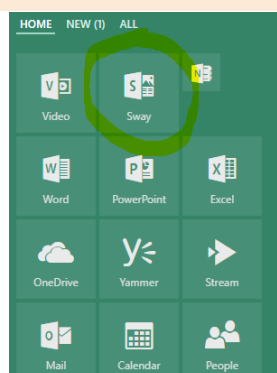
How it can be used

- Create and share content presentations for students
- Flipped classroom presentation
- Project tool for students (much more engaging than PowerPoint)
- Student portfolio
- Student collaborate on a project
- Create interactive books
- Create newsletter for students and parents
- Create enrichment materials for the classroom



Why bother?

- Quick and easy reports, presentations, stories
- Interactive content – videos, links, charts, pictures
- Automatic suggestions based on topic
- Easy formatting
- Easy sharing and embedding



Special thanks to Julia Ullmann, School District of Osceola County (FL), for preparing the images above. ullmann.julia@gmail.com,

HAVE YOU MOVED? PLANNING TO MOVE? LET US KNOW

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

MEMBERS' NOTES

Dominique Licops (Chicago/Northern Illinois Chapter) a été nommée Chevalier dans l'Ordre des Palmes académiques lors d'une cérémonie qui a eu lieu à l'Université Northwestern (campus d'Evanston). Elle est professeure de français et directrice du programme de langue française à l'Université Northwestern.

(Photo à droite: de gauche à droite, M. Guillaume Lacroix, consul général de France à Chicago, Dominique Licops, et Doris Garraway, Chef du Département de français et italien à l'Université Northwestern)

Frédérique Grim (Colorado Chapter) was awarded the Colorado Congress of Foreign Language Teachers' Post-Secondary Research Grant.



DU 4 AU 10 NOVEMBRE 2020

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

QUELQUES SESSIONS À TROIS-RIVIÈRES

The following titles provide a representative sampling of the sessions that will be offered at the 93rd AATF Convention in Trois-Rivières, Québec. In addition, there will be numerous exhibitor and commission sessions, sessions on the *Grand Concours* and *Société Honoraire de Français*. Please note that many of the sessions fit in multiple categories.

All information on registration and excursions will be posted on the AATF website at [www.frenchteachers.org/promote-french/convention] as soon as we know more. The complete preliminary program is now posted on the website as well so be sure and check the full titles and descriptions of these sessions. *À bientôt à Trois-Rivières!*

Acadie

- ▶ S201: Voyage musical en Acadie
- ▶ S223: L'Acadie aujourd'hui et au-delà

Québec

- ▶ S203: Exploring Québec Through the Five Senses
- ▶ S215: Enseigner la culture québécoise à travers les observations de Dany Laferrière
- ▶ S217: French Immersion Experience in Trois-Rivières
- ▶ S240: La Poésie du Québec et l'interculturel
- ▶ S312: Québécois French
- ▶ S317: Littératures engagées: #MeToo au Québec et aux Amériques
- ▶ S335: Protection de l'environnement et développement durable au Québec

Francophonie

- ▶ C204: Bleu, blanc et beur: le Maghreb et les défis de l'immigration en France
- ▶ S213: La Place de la Francophonie dans un cours de civilisation française
- ▶ S231: Francophone Opportunities in Louisiana
- ▶ S239: Parlons le français de la Francophonie!
- ▶ S244: The Black Figure in Francophone Medias Across the Ages as an IPA

- ▶ S327: Incorporating My Experience in Francophone Belgium into the Classroom
- ▶ S328: Multiculturalisme et plurilinguisme dans le système politique suisse

Tolérance et inclusion

- ▶ S206: Towards a Gender-Inclusive and Gender-Neutral French Classroom
- ▶ S208: Comment initier les étudiants à l'amour de la tolérance
- ▶ S232: Diversity, Inclusion, and the French Language
- ▶ S332: Theater Theories and Practices for a Diverse, Equitable, Inclusive Classroom

Français sur objectifs spécifiques

- ▶ C207: What's New in French for Specific Purposes?
- ▶ S319: "Le Travail, c'est la santé:" Communicative Activities in Professional French Courses
- ▶ S337: Teaching French for the Professions in the Southwest
- ▶ S427: Business French Case Studies for Enhancing Cross-Cultural Competence

Chanson

- ▶ C214: Music to Your Ears!
- ▶ S303: Increasing Student Engagement with a *Manie Musicale*
- ▶ S330: Cultural Immersion with the Cowboys Fringants
- ▶ S345: La Musique québécoise
- ▶ S406: Maîtrisez le français avec la musique de [Maître]GIMS

Jeunes apprenants

- ▶ S216: Des Stratégies efficaces pour favoriser la communication orale
- ▶ C222: Pedagogical Poetry
- ▶ S307: Outils pratiques pour les cours de FLES

Stratégies d'enseignement

- ▶ S218: Checklisting the Core Practices into Practice
- ▶ S224: Training Students How [not] to use

Online Translators and Dictionaries

- ▶ S236: Developing Pedagogical Discourse Through Task-Based Analysis
- ▶ S305: Approches autobiographiques à l'enseignement de Colette
- ▶ S318: Bon voyage: bon courage!
- ▶ S322: Structuring Classroom Activities to Build Community, Engage Learners, and Have Fun!
- ▶ S325: Une Image vaut 1000 mots
- ▶ S326: Is Study Abroad the Best Option? Evidence in Pedagogy and Neuropedagogy
- ▶ S342: «Général Washington, nous voici»
- ▶ S343: Moulin à Paroles
- ▶ S344: Mindfulness for More Productivity in the Classroom
- ▶ S347: Encore vous? Étinceler année après année
- ▶ S348: How to Get Novice Students Talking [A Lot]
- ▶ S351: Designing Meaningful Lessons on Food
- ▶ S353: Revamping Participation: Ownership, Motivation, and Rapport
- ▶ S355: Regard croisé entre le FLM et le japonais langue maternelle
- ▶ S357: Creating Cultural Immersion within the Language Classroom
- ▶ S359: Dealing with the Highs and Lows of Proficiency
- ▶ S400: Strategies for Teaching Combined-Level Classes
- ▶ S403: De la peur au héroïsme: deux modules ancrés dans la lecture et guidés par les questions essentielles
- ▶ S405: Engaging Lessons and Strategies [to Save You Time and Lower Your Stress]
- ▶ S407: Concept-Based Instruction: Moving Students of French from Rules to Meaning-Based Choices
- ▶ S408: French Grammar Games

QUELQUES SESSIONS À TROIS-RIVIÈRES (SUITE)

- ▶ S414: La Créativité et l'autonomie dans le cadre des exercices de communication
- ▶ S417: Teaching without the Textbook: Strategies and Tools for University French Courses
- ▶ S418: Interdisciplinarité pédagogique et apprentissage immersif
- ▶ S419: Cette Transition dont on ne parle pas assez: From High School Senior to College Freshman
- ▶ S421: Blended Language Learning Research
- ▶ S422: Comment aider les apprenants à intégrer les connaissances en mémoire à long terme

Interculturalité

- ▶ S202: Renforcer la *proficiency* à partir de l'inter-culturalité
- ▶ S219: French Influence in Hispanic Culture
- ▶ C238: Interculturality: Where to Begin?
- ▶ S316: Engagement and Interculturality in Our Classrooms

Culture

- ▶ S220: La Baguette en classe: au-delà du stéréotype
- ▶ S228: What's New in the Language of Molière and Culture?
- ▶ S249: Helping Students Uncover Cultural Perspectives
- ▶ S309: Qu'est-ce que ça veut dire d'être français en 2020?
- ▶ S321: Notre-Dame 2.0: Restoration, Innovation, or Disneyfication?
- ▶ S341: Poétique de l'identité franco-américaine et enseignement d'une compétence culturelle
- ▶ S410: Écriture et discours de la migration en contexte clandestin: défis sociaux, politiques et économiques des sans-papiers de la Méditerranée
- ▶ S423: Introduction interactive à une culture minoritaire de France

Cinéma

- ▶ S225: La Culture et le cinéma
- ▶ S331: La Réalité des cités à travers le film *Banlieusards* et la chanson de Black M «Je suis chez moi»
- ▶ S346: Paris 2015-2018: Social Movements on Film
- ▶ S404: Designing and Teaching a French Film Course

Curriculum

- ▶ S229: Curriculum Makeover: Moving Thematic Units from Drab to Fab
- ▶ S338: Advocating for Structural Change! French DLI K-12
- ▶ S412: Designing an Interactive Advanced French Grammar and Writing Class
- ▶ S416: Integrating Global Competency in the World Language Classroom
- ▶ S426: Matching Evolving Gen Z or iGen Students with Updated French Curricula
- ▶ S428: Why and How to Create a Global Studies Program from the World Language Department

Promotion et défense du français

- ▶ C230: French Language and Francophone Culture in the U.S.: Linkages with Advocacy
- ▶ C248: Promoting French and our Profession at the Same Time
- ▶ S304: Celebrating National French Week!
- ▶ S313: #America's Languages and YOU! Take Action for Language Advocacy
- ▶ S323: Cap sur la Journée Intensive en Français de Chicago

Histoire

- ▶ S235: Mapping New France
- ▶ S247: An Epic Expedition: Bringing the Past into Your Classroom
- ▶ S315: A Fur Trader at Michilimackinac and Kinkiké
- ▶ S352: The Raid on Deerfield and Saint Catherine Tekakwitha: Intercultural Conflict and Survivance in New France and New England

Linguistique

- ▶ S237: L'Inventaire d'orthographe française
- ▶ S413: Vocabulary Pedagogy within Modern Frameworks
- ▶ S415: Does Our Classroom Input Mirror Contemporary French?

Technologie

- ▶ C241: iCan Integrate Social Media: Communicative Tasks for All Three Modes!
- ▶ S329: Still Struggling with My French Pronunciation
- ▶ S334: Encourager nos étudiants à approfondir leurs découvertes culturelles des pays francophones par l'utilisation de nouvelles technologies
- ▶ S402: How to Design an OER Textbook
- ▶ S424: Évoluer dans le temps et la technologie pour éduquer les étudiants du 21^e siècle

Bande dessinée

- ▶ S336: *Les Cahiers d'Esther* (BD)
- ▶ S349: International Adoption as Cultural Immersion in Belgian and French *Bandes Dessinées*
- ▶ S429: Enseigner la Francophonie avec les bandes dessinées

Littérature

- ▶ S246: Friendship in Francophone Literature: Madagascar and Martinique—Love, Respect, and the Sense of Adventure
- ▶ S339: Viragos ou femmes fatales: anticonformisme et héroïsme au féminin dans les romans d'Ahmadou Kourouma
- ▶ S354: Happy 100th Birthday, Andrée Chedid! Making the Study of Poetry Fun Through Images of Light and Color
- ▶ S356: Comment rendre la littérature classique pertinente au 21^e siècle?
- ▶ S411: Literary Windows into Francophonie

À VOTRE AVIS...

A PLACE TO SHARE IDEAS, THOUGHTS AND PRACTICES

Of all the Francophone places you have visited, which is your favorite and why?

► **Steve Daniell (TX):** In the summer of 1988, I had the opportunity to attend the *Programme d'été* at l'*Université Laval* in Québec City. I explored much of this UNESCO World Heritage Site and really enjoyed the *Promenade des Gouverneurs* and the ferry ride to and from Lévis, across the Saint-Lawrence River. The first Saturday of the program, I took one of the excursions to l'*Île d'Orléans* and the *Chutes Montmorency*. Along with the orchards, strawberry fields, and *cabanes à sucre*, the island is one of the oldest French settlements in Québec. Meanwhile, the *chutes* are just as spectacular in the summer as waterfalls as they are in the winter as the famous *Pain de sucre*. What makes this place the most special is that I'll be celebrating my thirtieth anniversary with the woman I met on this excursion next February!

► **Ginnae Stamanis (NV):** Saint-Malo, Angers, and anywhere in *la Vendée*:

The fortifications of Saint-Malo, and imagining explorers leaving this port city to go to the New World and "New France".... It makes me think of history and the work and efforts of thousands of human beings taking on nature. On a windy day, you can lean into the wind on the ramparts and know how small you are. These walls have never been breached. Exploring the city makes me remember those who built it. Plus, I had the best oysters and the best *galettes* in Saint-Malo. *C'est toujours breton*.

Angers is a great, small city with excellent cultural and historical resources [*la tapisserie, le château, la cité*]. If you want to go back to the Middle Ages this is one of the best preserved, occupied cities besides Carcassonne.

La Vendée is special to me because that is where I went my senior year of high school on a Rotary Club scholarship. I lived in Luçon for a year, went to La Rochelle for the movies, and to *les Sables d'Olonne* for short escapes, along with l'*Aiguillon-sur-Mer*. This is where I learned French, French culture, and built friendships that are still strong in my heart. We have lost touch, but that year and those people made me who I am. Being of French-Canadian descent, I was blown away when I saw a village near *les Sables* with my mother's maiden name and my grandmother's maiden name on the lintel of a small *manoir* on the road to La Rochelle. I could not help but feel that I had been sent back to *la terre de mes mères*. After all, *la Vendée* was a small part of Poitou, and this is one of the regions from which *les filles de roi* and other settlers came from to go to Québec and Acadie.

► **Heidi Trude (VA):** Charleville-Mézières and Vichy both have a special place in my heart. Charleville is the location of my partner school. I love visiting the

town and now feel like I am a local when I visit. It is a great town to explore and there are so many outdoor activities to participate in.

Vichy is a hidden gem. The town is small, but there is so much to see and do. I spent part of the summer studying at the CAVILAM and didn't want to leave after my program ended. I would love to go back there one day.

► **Suzanne Salander-Weber (IL):** I love Mont-Saint-Michel. I first visited there with my high school class over 35 years ago. At that time, there was still the road that would close when the tide came in. I had the plea-





sure to visit it again in 2015 with my family, and it was still magical to me. I got to see the monks ring the bells in the Abbey!

- ▶ **Nitya Viswanath** (IL): It's hard to choose a favorite, so I'll choose one I love. Camping at Baie-Sainte-Marguerite in the Saguenay Fjord National Park. We hiked in about a quarter mile to our site and were treated to a lovely view when we arrived. We saw and heard beluga whales in the bay at night and early in the morning. The site was set just steps above the beach.
- ▶ **Rob Napier** (TX): Hyères-les-Palmiers, France. I'm biased because I lived there for a year, but it combines so many of the best things in France: lovely, sunny weather (most of the time), miles of sandy beaches, a delightful, historic old town with a castle, rolling hills, a lively cultural scene, tremendous food and wine, but most importantly, warm-hearted, friendly, welcoming people. It's a hidden gem on the Côte d'Azur!
- ▶ **Erin Gibbons** (IL): *La belle ville de Lille!* I did my study abroad there, so my heart (and my accent) will always be a little bit *ch'ti*. I also loved Morocco (Marrakech, Essaouira, and all the unique landscapes). And, of course, even when I'm not there, the entire province of Québec makes happy just knowing it's up there.
- ▶ **Sangeeta Dhawan** (CT): The salt and sun of the Camargue. I still feel the prickly sun and salt, hear the buzz of the dragonflies in the golden swamps where, from time to

time, we would happen upon a couple of horses with flowing manes frolicking in the water. The silence of day was broken only by the crunch of the gravel from our car winding its way through the roads hidden by tall golden grasses shining silently and swaying occasionally to the movement of warm air. Blue skies, nostrils filled with salt, sun, water, earth, a magic I cannot forget; it still lives in me.

▶ **Heather Way** (CT): In 2014 I spent a few weeks in Senegal. I went for professional development [cultural immersion, French conversation classes, and beginner Wolof lessons], and my husband tagged along. As a musician, he wanted to learn more about Senegalese drumming traditions. If he hadn't come, I never would have ended up arriving at a Dakar nightclub at 10 p.m. and waiting until 3:30–4 a.m. when the drummers finally arrived. We left at 6 a.m., and they were still drumming. Our guide in Saint-Louis also invited us to his house for a *soirée* where his friends performed. After Dakar and Saint-Louis, we spent a weekend in the *Siné Saloum*. Everything, from the nature we saw to the people we met, made it a beautiful experience! We bought a painting in Saint-Louis that hangs in our living room as a reminder.

- ▶ **Gloria Maliszewski** (IL): Lyon! J'y ai passé deux stages. La culture at l'histoire glorieuse. Pas trop grande, pas trop petite.
- ▶ **Janel Lafond-Paquin** (MA): Definitely Martinique. I had never been to any French-speaking areas except for France and Québec. Martinique stole my heart! The sights, the sounds, but most of all, the warm welcome of its people made me want to stay forever.
- ▶ **Rebecca Sundberg** (GA): Annecy—breathtaking clear water, majestic mountains, picturesque canals, and an ice cream shop every four steps—it's heaven!
- ▶ **Ann Williams** (CO): Most of my research in language and culture has focused on France, so I have to put France on my list. Also high on my

list is Morocco. This photo of the Hassan II Mosque in Casablanca reminds of the cultural differences and similarities that enrich my life when I travel, study, or work in French-speaking countries.

▶ **Kelly Blake Karstrand** (IL): Senegal! I was fortunate to travel on a Fulbright award with Teachers for Global Classrooms in April 2019. I spent three weeks learning about the educational system and worked with a teacher in Saint-Louis. The sense of family and belonging I felt in the school and with his family is a feeling I will never forget. Everywhere I went, people were amazed an American spoke French.

Our question for the August issue is: What is a session you'd like to see presented at the AATF convention? Share your response via the AATF Facebook, NB Twitter (@AATFNB), or email nbeditor@frenchteachers.org *Merci!*

Photo credits: Page précédente: Janel Lafond-Paquin: Le Mémorial Acte, Martinique; Heidi Trude: Vichy; en haut à gauche: Erin Gibbons, Lille; en bas: Ann Williams: Maroc.



REGIONAL REPORTS

REGION VIII REPORT: SOUTHWEST

As this report will attest, Region VIII chapters strive for and succeed in supporting teachers and students while building community. Read on for inspiring and innovative events.

PROFESSIONAL DEVELOPMENT

Every chapter provided professional development to their members. Some took advantage of state language conferences for this purpose. Northern California had a strong presence at the California Language Teachers Association conference in San Jose, with chapter officers presenting sessions and hosting an AATF booth. They awarded two scholarships for summer conferences. The chapter also offered a fall *Vendanges d'idées* on oral production. New Mexico members took part in New Mexico OLE's fall Lift-Up Conference, presenting a session specifically on the AATF. New Mexico members benefit from a chapter newsletter with resources, tips, tricks, and ideas for the classroom. The Utah Chapter met at the the Utah Foreign Language Association meeting, and they hosted a spring member lunch and collaboration. The Arizona Chapter invited Mariana Bahtchevanova to present "Teaching for Proficiency: Lessons Learned from the First and Second-Year Proficiency-Based French Courses at ASU." Her three-hour workshop included hands-on activities. The chapter also met in conjunction with the Arizona Language Association at their annual conference. The San Diego Chapter hosted a workshop on strategies where students have fun while learning French, with a focus on games. They also showed *Le Misanthrope* and led discussion for teachers, students, and community members. The Hawaii Chapter offered a fall workshop, "Is there a French Identity?" The Southern California Chapter hosted a spring workshop that included multiple topics and sessions.

STUDENT ACTIVITIES

San Diego hosted their popular *Soirée Café* on two occasions, inviting students to make new

friends and practice French through games. During National French Week, they directed students to events hosted by area schools. The Northern California Chapter sponsored another *Concours de Poésie* close to National French Week. Students at each level chose from a selection of poems. Around 30 enthusiastic participants came from near and far to recite poetry in front of the judges. In New Mexico, teachers and students attended the University of New Mexico's World Language Expo together. The Utah Chapter focused on developing personalized learning, student centers, and technology implementation. The Arizona Chapter conducted their annual student challenge, this year with a focus on theater. Students filmed five minutes of a theater piece that they were currently studying. This activity engaged entire classes, with students acting, filming, or editing. The Hawaii Chapter collaborated with the *Alliance française* to offer immersion days and high school scholarships. The Southern California Chapter invited students to attend a performance of *Le Misanthrope*, followed by discussion about artistic choices related to the production.

COLLABORATION WITH THE COMMUNITY

Northern California organized a visit to the deYoung Museum for a Monet exhibit. Participants who took the docent-guided tour appreciated the opportunity to experience this beautiful exhibit alongside other French teachers. San Diego continues to collaborate with the *Alliance française*, the French Consulate of Los Angeles, and with the *Délégation du Québec*. They hosted a teachers' conference in February with the support of those groups. Hawaii coordinated with the *Alliance française* for a number of events: *le 14 Juillet*, movie nights, and "French Fridays." The Southern California Chapter supported student participation in COLCOA (a French film festival in LA) by taking students to film screenings and running a film critique contest. In a fine example of community outreach, three chapter members developed a *guide pédagogique* that was available to all schools participating in COLCOA. It has been submitted to the *French Review*.

GRAND CONCOURS

The San Diego Chapter has a new National French Contest Administrator and looks forward to increased participation in 2020. Teachers report that students are very proud of their accomplishments. The New Mexico Chapter provided prizes, cash, and other items to 66 awardees. The Hawaii Chapter offered prizes to Gold, Silver, and Bronze medals winners. Southern California hosted an awards ceremony at the *Lycée International de Los Angeles*.

Even though some chapters showed a slight drop, the overall participation rate for Region VIII was outstanding, with nearly 8000 participants. Of those, 2570 medals were awarded at all levels. Kudos to the New Mexico Chapter, which had a 31% increase in participants compared to 2018. The Northern California Chapter had the largest number of participants for the region, with nearly 4000 students.

OTHER NEWS

Northern California welcomed 15 people to their inaugural and *délicieux Dîner de fin d'année* at the home of an officer. The chapter also hosted a happy hour in May and organized a Share-a-thon for teachers on a Saturday morning. The Hawaii Chapter hosted a *Fête de Noël*, attended by AATF members and members of the local French community, including the honorary *consul général* and the *Alliance française* president. Southern California met with members for a *Dîner de fin d'année*.

- ▶ Respectfully submitted,
Susie Hennessy
Region VIII Representative
mmehennessy@gmail.com



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REMINDER: IMPORTANT DEADLINES AND DATES

JUNE 1	Deadline for Early Bird Registration (see page 4)
JUNE 15	Hotel Reservation Deadline for convention (see page 4)
JULY 1	Deadline for Late Registration (see page 4)
JULY 15-18	AATF Convention in Trois-Rivières (see pages 4, 21, 23)
NOVEMBER 4-10	La Semaine du Français
DECEMBER 19	Deadline for submissions to National French Week Media Contest (see page 20)

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»



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 of TEACHERS of FRENCH**