

NATIONAL BULLETIN

Volume 37, No. 4 April 2012



Mark July 5-8, 2012 on your calendars! The 85th annual AATF convention will be held on those dates at the Intercontinental Hotel in Chicago. We are planning a number of exciting activities as well as the usual excellent professional program.

Hotel Information

The Intercontinental Hotel is located on Michigan Avenue near the Art Institute, Navy Pier, and Millennium Park. The convention rate is \$145 (+ taxes) per night. There are several options for reserving a room: on-line [www.ichotelsgroup.com/redirect?path=asearch&brandCode=6c&localeCode=en®ionCode=1&hotelCode=ORDHA&rateCode=6CBARC&_PMID=99801505&GPC=MR4]; by telephone at (800) 628-2112, give the group name "Amer Assn of Teachers of French Room Block" or block code MR4. It is important for attendees to stay at

the convention hotel whenever possible. If we are able to fill the block of rooms we have reserved, the cost of organizing the convention is significantly lower. We will again provide a roommate list for those looking for someone with whom to share a room. The deadline for making a reservation at the convention rate is **June 3, 2012.**

Registration

The Early Bird Registration Fee will be \$250 if paid by **June 3, 2012.** After June 3, 2012 the Late Registration fee of \$325 will apply. A special Full Registration Rate of \$375 will include, in addition to registration, the Welcome Luncheon, Awards Banquet, and Walking Tour (see the registration form on pages 25-26).

Program

We will have a full program of sessions and workshops with a number of ad-

ditional features, including a *dictée* (see the workshops on page 27 and a sample list of sessions on page 19). The current Preliminary Program is now posted on the AATF Web site and will be updated with day/time/room information as it becomes available at [www.frenchteachers.org/convention].

We are also exploring possible areas of collaboration with the *Alliance française de Chicago*, *Consulat de France*, *Délégation du Québec*, *Centre de la francophonie des Amériques*, and other groups regarding a keynote speaker, dignitaries, round table discussions, and other options.

Activities

Thursday, July 5 (12:00-2:00 p.m.): Welcome Luncheon where members can meet others from their region. Cost for buffet: \$36.50 per person (spouses and guests welcome).

Thursday, July 5 (4:00-7:00 p.m.): Exhibit Opening Reception where attendees can get a first look at what our exhibitors have to offer. Co-sponsored by the AATF and the Embassy of France.

Friday, July 6: the annual *Dictée* will be held where members can try their hand at this uniquely French discipline,

Index

Chicago Convention Highlights.....	1-2
AATF Commissions.....	6
AATF Executive Council.....	7
Regional Reports	9
Technology Thoughts for 2012	11
State Dept. Video Projects.....	12
<i>Salut les jeunes!</i>	13
National French Week Contests	15
Small Grants Report.....	17
Outstanding Senior Award	18
Chicago Convention Sessions.....	19
Activities to Reinforce Vocabulary.....	21
AATF Commission on High Schools.....	23
Convention Workshop.....	27
2012 Book Club	28
What's New in the <i>French Review</i>	28
Jumpstart Your French Program	29
Teaching and Learning in a 1.1	
Laptop Environment	33
Academic Credit for Convention	35
News from the Executive Council.....	35
AATF Materials Center.....	38
<i>Société honoraire de français</i>	40

organized by AATF Honorary Member Marie-Simone Pavlovich.

Saturday, July 7: 2012 AATF Award recipients will be honored at our Awards Banquet. Buffet and cash bar. Cost: \$80 per person (spouses and guests welcome).

Activities

Walking Tour (Friday, July 6 and Saturday, July 7, 5-6:30 p.m.)

A 90-min guided tour of the French architectural heritage in the heart of Chicago. Conducted in French with headsets. Cost: \$25 per person (spouses and guests welcome).

Soirée restaurant (Friday, July 6, 7:00 p.m.)

Choose from one of these three of Chicago's finest French restaurants. Cost: \$50 per person with cash bar (spouses and guests welcome).

Bistrot Margot

Address: 1437 N. Wells, Chicago; Web: [www.bistrotmargot.com]

Three course *prix-fixe* plated menu: Caesar salad; roast chicken, grilled vegetable pasta, or whitefish; dessert platter.

La Sardine

Address: 111 N. Carpenter, Chicago; Web: [http://lasardine.com]

Choice of soup or salad; choice of *steak-frites*, fish of the day, or a vegetarian dish; and for dessert, apple tart or molten chocolate cake.

Cyrano's Bistrot

Address: 546 North Wells, Chicago; Web: [www.cyranosbistrot.com]

Three-course menu: choice of *gazpacho* or Bistrot salad; choice of *coq au vin*, salmon, or steak; *baba au rhum*.

Excursions

Chicago Art Institute (Sunday, July 8, 1:30 p.m.)

Visit the Chicago Art Institute. Guided tour in French of the Impressionist collection. Participants can then continue their visit independently or use self-guided audio tours. Cost: \$30 (spouses and guests welcome).

Complement the visit with a morning three-hour workshop on teaching with works of art at a reduced rate. Excursion participants can add the workshop at a reduced rate. (see description on page 27).

Cantigny House and Gardens (Sunday, July 8, 12:00-6:00 p.m.)

Address: 15151 Winfield Road, Wheaton, IL 60189. Web: [www.cantigny.org].

Tour will focus on the gardens associated with the property and the First Division Military Museum (World War

I). Robert McCormack, *Tribune* media mogul, named his estate Cantigny in memory of the Battle of Cantigny in France in which he fought during World War I. Includes box lunch, transportation, museum visit, and return stop at a local *crêperie*. Transportation sponsored by Jumpstreet Tours. Cost: \$45 (spouses and guests welcome)

Chicago Chez Moi

This activity is for anyone who would like to experience Chicago nightlife. Individual local chapter members will organize a small group outing (7 people) to a different venue according to their expertise or interest. Ideas range from French films to blues to piano bars to cocktails at the top of the Hancock Building. This is a way to highlight the best of Chicago while giving participants a chance to socialize in French. Detailed information (including cost) about each event will be posted at the Registration Desk where interested individuals can sign up. Attendees will be responsible for cost, and the local organizer will lead public transportation.

Academic Credit

We will again work with Webster University in St. Louis to offer one graduate credit (see requirements page 35) for attendance at the convention (\$155 for one-hour graduate credit, see registration form pages 25-26).

Sightseeing and cultural activities

Summer is a wonderful time to visit Chicago because there are festivals and entertainment throughout the city. Convention-goers who arrive on July 4 will be treated to fireworks on nearby Navy Pier. The many fine museums, parks, sporting events, and performances await AATF members, not to mention shopping on the Magnificent Mile.

Post-Convention Professional Development Workshop on Quebec (Monday, July 9-Tuesday, July 10).

The *Association internationale des études québécoises (AIEQ)* is offering AATF members the opportunity to attend a two-day training workshop covering (1) presentation of Quebec today; (2) survey of Quebec literature (poetry, theater, novel) and culture (music, cinema); and (3) tools to introduce Quebec cultural content in the French classroom. The workshop will be held at the *Alliance française* of Chicago. See full description on AATF Web site. Reduced cost to convention attendees: \$75 for the two-day workshop (\$100 for those who do not attend the convention). One graduate credit available for an additional fee (see pages 25-26).

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

Please note: Because of convention dates and other deadlines, unlike commercial magazines, the issues of the *National Bulletin* are mailed during the given month of publication and should reach most readers by the end of that month.

MESSAGE FROM THE PRESIDENT

Dear Friends and Colleagues,

Spring has arrived early in my area, with its promise of warmer and more pleasant days ahead. In our world, spring is the time to celebrate the achievements of our students, from success on *le Grand Concours*, to capstone projects, to graduation and beyond. I hope that this 2011-2012 academic year has been rewarding and successful for you and your students and that you finish this academic year with enthusiasm and joy.

Undoubtedly you are already making spring and summer travel plans. Please consider including a visit to Chicago for our annual AATF convention as one of your priorities for the summer of 2012. *J'espère vous voir nombreux à Chicago cet été!*

Chicago, Chicago!

It's a wonderful town, the largest in the Midwest, a great American city. Our 2012 convention will be a fantastic opportunity for our members to explore the city while speaking French, attending inspiring sessions, and seeing old and new friends. Chicago is easily accessible

des Amériques and the French Embassy. Exciting post-conference excursions will be available as well as interesting entertainment options during the convention. You will find all the details beginning on page 1 of this issue.

I am quite pleased that the second annual Future Leaders Fellowship Program will take place for two days prior to the 2012 convention. This workshop for up and coming leaders in AATF chapters will provide valuable training as well as networking opportunities. Participants will have the opportunity to meet current Executive Council members and interact with them. A huge note of thanks to Future Leaders Fellowship Chair Randa Duvick and her committee for all their work to make this endeavor such a success.

Advocacy—Always

During my career as an active and involved French teacher, I don't believe that I did much advocacy. It was sufficient at that time to promote one's program. I promoted to parents, administrators, and the community, although I never felt that my program was threatened in the



made a difference in the lives of students, especially after graduation. He advised me to collect testimonials from former students as to their continued involvement with French. This is something that I should have done while I was teaching. I always intended to do so, but somehow I never found the time. I urge you to collect the stories, pictures, and newspaper articles of your former students in order to develop an album, a PowerPoint presentation, or some other method that is shareable with the public. This should be an ongoing project that is constantly evolving but one that is ready when the need arises. I also recommend that university professors commend the high school teachers of their outstanding students. A brief letter to the teacher as well

Those who have left their positions without the opportunity for input often see the reduction or demise of their programs.

from all major American cities, and once there, public transportation, including reasonably priced taxis, is readily available. The local committee is working very hard to ensure that we will all enjoy and appreciate their city to the utmost. If you arrive in Chicago on July 4 or earlier, you will be able to take advantage of the Fourth of July celebration and fireworks at Navy Pier. The site of the convention, the Intercontinental Hotel on Michigan Avenue, is an historic building that is unique and absolutely beautiful. The room rate that we were able to negotiate is quite reasonable for such a famous, landmark hotel in the heart of Chicago.

The program is rich and varied. It will provide interesting sessions and workshops for teachers of all levels. The theme of this year's conference is "Le Français au bord des Grands Lacs." We will look back appreciatively at our French heritage in the Midwest while also looking forward to new innovations in teaching and technology. Most of our sessions will be presented in French. We will once again offer the Book Club (page 28) as well as sessions sponsored by exhibitors and partner organizations such as the *Centre de la francophonie*

least. When I retired there was no question that the program would continue. But now, as a retired teacher, and quite apart from my role with the AATF, I am called upon to advocate for the program that I nurtured. I never imagined that I would have to take on this new role. But the changes in our economy, as well as changes in leadership at the local level, make advocacy imperative. I am happy to serve as the proponent and the voice for local teachers who feel that it is best not to become too vocal. If your program might be in jeopardy, I urge you to find a supporter willing to help you advocate for your French program. Most decisions are made locally, thus each bit of advocacy must be tailored to the situation and the people involved.

Recently in a conversation with a local school board member, it became abundantly clear that criteria for judging the value of our language programs have changed. The most important criteria, according to this gentleman, include the make-up of our community. To his credit, he did recognize my passion for French education and encouraged me to continue my advocacy efforts, but he wants proof that the French program has

as to the administrators of the students' home district will serve not only as proof that the high school program is worthwhile but will also create positive links between your institutions.

When French instructors retire...

Choosing when to retire is a difficult decision in these days of budget cuts and insufficient funding. As a dedicated instructor, you do not want your program to suffer when you decide to leave. I know that some of our colleagues are teaching far longer than they intended, mainly because of their concerns for the continuation of their programs. At the university level, I understand that decisions concerning program offerings are often out of the instructor's hands. Important decisions are made and later announced, which does not allow for effective advocacy or input. In K-12 programs, however, it is often possible to affect the future of a French program in a positive way. Here is my story.

I had a very hard time deciding when to retire, as I loved teaching high school French. I considered retiring after 29 years at my school but decided that the time was not right. I adored my two

beginning classes, as well as the upper-level students, and equally important, I did not know of anyone who could replace me at that time. I decided to wait one year and see if I could engineer the hiring of an excellent replacement. It was a smart decision, as I participated in the interview process and was able to recommend a former student who lived in the community. She has done an exceptional job of continuing a strong French program, as well as a long-established student exchange program with a school in France. Even though it may be difficult for a number of reasons, I urge you to become involved in the hiring of your replacement once you make the decision to retire. It is a great relief to know that you are leaving the program you developed and nurtured in capable hands. Those who have left their positions without the opportunity for input often see the reduction or demise of their programs. Even if you are not used to making waves, this is one time that it is imperative that you try. I wish you luck as you make such a major decision, in the hope that your program will continue in the capable hands of an outstanding teacher.

Assistants d'anglais—a resource for interested teachers

A year ago in this column, I wrote of my efforts to develop a program for linking *assistants d'anglais* who have just returned from spending a school year in France with local teachers and their students. I heard from several of you who were very interested in this program. At that time I wrote: "These young Americans returning to the U.S. after a year-long experience in a French school have the potential to become an amazing resource for our French programs. I propose that the AATF serve as a liaison between our members and former *assistants d'anglais* that are living nearby. Meeting a local French teacher and his or her students might ease transition back to American life for these young people, as well as provide an opportunity for American students to hear about recent first-hand accounts of life in a French school."

Several of you were ready right then to invite former assistants to speak to your classes and to share their experiences with your students. I was thrilled and have continued to pursue this project. Since then there have been changes in personnel at the French Embassy. We now work with Jean-Claude Duthion, *attaché de coopération éducative*, who agrees that it is a great idea. Barring unforeseen difficulties, it will begin with

the group who are presently working in France. Upon their return to the U.S., they will have the opportunity to agree to speak to classes. The AATF will serve as the liaison between our members and the newly returned *assistants d'anglais*. Please continue to read the *National Bulletin* for updates on this program and how you can participate.

Presidential Elections

It is such a rare occurrence to have presidential elections in both the U.S. and France during the same year. Since the duration of presidential terms is different, five years in France and four here, this will not reoccur for another twenty years. This spring is the time to plan lessons that highlight the differences between our two systems and comparisons of their organization and consequences. Jean-François Rochard, *attaché culturel adjoint* at the French consulate in Chicago, recently discussed this interesting and timely topic with Indiana teachers at an immersion event. He indicated that teachers can integrate the elections into their lessons on several levels. One is cultural, as the topics of the debates are really cultural in nature. Another is institutional, as this leads to a presentation on the foundations of democracy and the French Republic. One of the main interests is of a linguistic nature, as each candidate utters *petites phrases* that are short, imaginative, and full of hidden meaning and cultural richness. If your students have the opportunity to communicate with a class in France, this would be an ideal topic of discussion. We have so many avenues of communication now available technologically. I hope that you and your students will be able to take advantage of this unique opportunity for cross-cultural enrichment.

Je vous souhaite, à toutes et à tous, une très bonne fin de cette année scolaire. Profitez bien des grandes vacances, et de l'occasion de visiter la belle ville de Chicago!

Ann Sunderland

Ann Sunderland
President
[mmesunderland@sbcglobal.net]

MEMBERSHIP DRIVE

The AATF is launching a membership campaign! See page 27 for information concerning the 2-for-1 offer for a year's free membership.

AATF OUTSTANDING SENIOR IN FRENCH AWARD

Beginning in 2003, the AATF established an Outstanding High School Senior in French Award. In 2005, the Executive Council voted to extend this award to the college/university level.

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

To qualify for the award, a student must:

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

Only one student per school per year will be accepted. Students will receive a certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the principal or dean, and the student's name will be placed on the AATF Outstanding Senior Honor Roll on the Web site. The registration fee for the award is \$25. For an additional \$10 fee, students can also receive an Outstanding Senior in French medal.

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

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Congrès

J'aimerais commencer mon message en vous invitant à vous joindre à nous pour le 85^e congrès annuel qui aura lieu à Chicago du 5 au 8 juillet prochains. Si vous connaissez la belle ville de Chicago, vous savez déjà que c'est une visite qui vaut la peine. Il y a des musées à satisfaire tous les goûts, allant de l'*Art Institute* avec sa collection de tableaux impressionnistes, au planétarium, à l'aquarium—un des plus beaux du monde, au Musée d'histoire naturelle, au Musée des sciences et de l'industrie et d'innombrables sites moins connus. Vous pouvez visiter ses beaux quartiers, vous bronzer sur la plage du Lac Michigan, faire la lèche-vitrine sur *Michigan Avenue* et si vous arrivez la veille du congrès, profiter du feu d'artifice à *Navy Pier*. Le comité local fera découvrir aux petits groupes de congressistes les clubs de jazz et de

inscrivons un nouveau membre qui vient d'adhérer à l'AATF, il est rare qu'il figure déjà sur cette liste. Cela m'étonne mais me donne de l'espoir sur l'état de l'enseignement du français.

Si vous avez accès à des listes de professeurs de français, qu'il s'agisse des listes de profs certifiés dans votre état ou d'un congrès local, veuillez bien penser à nous les communiquer à [reclut@frenchteachers.org]. Nous demandons également aux administrateurs du Grand Concours de nous envoyer leurs listes. Si vous assistez à un congrès, pensez à nous envoyer les noms de ceux qui présentent sur des sujets français ou francophones. Si vous êtes intervenant vous-même, invitez le public à inscrire sur une liste leurs adresses mél et envoyez-les-nous. Ce sont toujours de futurs recrutés possibles.

J'ai toujours cité le chiffre qui m'a été conté il y a bien des années de 30.000 enseignants de français aux États-Unis.

sayons de mettre à la disposition des profs de français des outils pédagogiques et promotionnels et des stratégies pour l'amélioration de l'enseignement mais aussi pour la défense des programmes sous menace: (1) Advocacy Depot; (2) Advocacy Wiki; (3) Facebook Page: AAT-French; (4) Twitter Page: AATFrench; (5) YouTube Channel; (6) Tchats mensuels; (7) articles réguliers dans ce *Bulletin* sur l'utilisation des nouvelles technologies. Servez-vous de ces ressources.

Commissions

Nous sommes en train de réorganiser les Commissions de l'AATF (voir la liste à la page 6) afin de les rendre plus actives dans la poursuite de projets qui pourraient aider les membres, pour augmenter la participation et pour recruter de nouveaux adhérents. Répondez au sondage préparé par la Commission sur les Universités ou participez au nouveau projet de la Commission sur les lycées (page 23). Contactez les Présidents des

...ne négligez aucune occasion pour faire parler du français en dehors de la salle de classe.

blues, les bons restaurants et les belles perspectives.

Tout cela en dehors d'un programme exceptionnel où le français est à l'honneur et l'héritage francophone du Midwest mis en valeur. Regardez déjà les sites de nos exposants, et consultez le programme préliminaire qui est affiché sur le site de l'AATF [www.frenchteachers.org] et qui sera mis à jour régulièrement d'ici le mois de juillet.

Ne manquez pas cette occasion de fêter le français, de partager vos expériences avec des collègues et de trouver de nouvelles astuces pédagogiques et technologiques pour la salle de classe

Recrutement

Depuis quelques années maintenant, l'AATF déploie des efforts considérables pour identifier et pour recruter de nouveaux membres. On pourrait penser que la situation précaire du français dans certains endroits ou la crise économique ont eu un effet néfaste sur nos effectifs, mais je n'y crois pas. Nous essayons de constituer une liste de tous les professeurs de français aux USA. Cette liste compte actuellement plus de 22.000 personnes, et il nous manque toujours la liste des membres de certains grands états comme la Californie, le Massachusetts ou la Virginie. Chaque fois que nous

Je crois qu'il y en a peut-être plus. Aidez-nous à les identifier tous.

Promotion du français

N'oubliez pas en ces mois chargés de fin d'année de continuer vos efforts de promotion du français. Mettez en valeur vos meilleurs élèves avec un *Outstanding Senior in French Award* (pages 18, 36), félicitez publiquement vos lauréats du Grand Concours, organisez une cérémonie d'investiture de nouveaux membres de la Société honoraire (page 40), transformez les activités du *French Club* en événements promotionnels, invitez les administrateurs et conseillers scolaires à visiter votre salle de classe, envoyez aux mêmes administrateurs et conseillers des articles sur l'importance du français, à commencer par cet article de l'*Economist* [http://moreintelligentlife.com/content/ideas/robert-lane-greene/which-best-language-learn]. Bref, ne négligez aucune occasion pour faire parler du français en dehors de la salle de classe.

Technologie

L'AATF s'est toujours intéressé à la technologie tant dans la salle de classe qu'au sein de notre association. Nous cherchons de façon assidue de nouveaux moyens pour communiquer avec nos membres actuels et potentiels. Nous es-

Commissions qui vous intéressent.

Semaine du Français

Vous trouverez à la page 15, l'annonce pour les Concours d'Essais et de Vidéos pour la Semaine du Français 2012 qui aura lieu du 8 au 14 novembre prochains. Tout le monde a déjà reçu l'affiche pour cette célébration qui a paru dans le *Bulletin* du mois d'avril dernier. Pensez à faire participer vos élèves et à organiser des événements pluridisciplinaires et médiatiques. Sortez le français de la salle de classe pour montrer aux décideurs et au grand public ce que les élèves savent et peuvent faire avec le français.

En plus des concours, vous trouverez pleines d'idées pour vous inspirer dans l'article de Kathleen Rhodes à la page 29. Vous pouvez également commander des articles (auto-collants, affiches, crayons) pour vous aider à fêter la Semaine du Français. Le site de l'AATF contient beaucoup d'idées pour des activités allant de grands spectacles jusqu'à celles, plus abordables, qui ne demandent pas de budget spécial.

En somme, je vous souhaite une bonne fin d'année scolaire, de belles vacances d'été et une rentrée motivante et réussie.

Jayne Abrate
Secrétaire générale
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AATF 2012 NATIONAL COMMISSIONS

Commission on Advocacy

Robert "Tennessee Bob" Peckham, Chair [2016]

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Commission on Cultural Competence Chair to be named [2014]

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Commission on FLES*

Karen Campbell Kuebler, Chair [2014]

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Commission on French for Business and Economic Purposes:

Eileen Angelini, Chair [2015]

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Commission for the Promotion of French

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Dolliann Hurtig, Co-Chair [2016]

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Commission on High Schools Anne Jensen ♣, Chair [2014]

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Commission on Professional Teacher Standards

Chair to be named [2014]

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Commission on Technology

Lara Lomicka Anderson, Co-Chair [2016]

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Commission on Colleges & Universities

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AATF PUBLICATIONS

From the AATF Commission on Cultural Competence:

La Francophonie en Europe: le cas de la Suisse romande et de la Communauté française de Belgique. Special issue of *Dialogues et Cultures* (No. 56, 2010), journal of the *Fédération Internationale des Professeurs de Français (FIPF)*. Marie-Christine Weidmann Koop, guest editor. ISSN 0226-6881. Pp. 190. \$25. May be ordered from the AATF Materials Center or on-line store at [www.frenchteachers.org].

A book analyzing contemporary French culture *France in the Twenty-First Century: New perspectives / La France au XXI^e siècle: nouvelles perspectives*, Marie-Christine Weidmann Koop and Rosalie Vermette, eds. Summa Publications, Inc., 2009. ISBN 978-1-883479-61-9. Pp. xxxiii + 340. \$36.95 + \$4.00 S&H at <http://summa-pub2.googlepages.com>. Accompanied by a website with activities and regular update.

Le Québec aujourd'hui: Identité, société et culture, ed. by Marie-Christine Koop, 2003, 309 pp., \$30 Can. ISBN 2-7637-8032-6. May be ordered from [www.ulaval.ca/pul].

Prices are subject to change without notice.

Feed the imagination as well as the palates of those you are trying to reach.

Remind the public of all the wonderful and useful reasons to learn French.

Entertain with student or guest performances or films.

Network with French teachers, French speakers and Francophiles in the community, and the local media.

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Highlight for others what your students are doing in the classroom to make learning French enjoyable and meaningful.

FRENCH REVIEW NOW AVAILABLE ON- LINE

The AATF is pleased to announce that *French Review* Vols. 1-82 (1927-2009) are now available in the J-STOR Archive of scholarly journals as part of J-STOR's Language and Literature Collection. The Collection was developed in conjunction with the Modern Language Association to reflect the worldwide diversity in the field of language and literature studies.

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

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

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Découvrez Chicago!

Congrès annuel de l'AATF du 5 au 8 juillet 2012



PROMOTIONAL FLYERS FOR THE CLASSROOM



Help Wanted: Encourage Students to Learn French

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

French By the Numbers

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

French is Not a "Foreign" Language

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

Why Learn French

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

Speaking French: An Investment in the Future

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

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

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

Why French FLES*?

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

To order these materials send your order and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org]. PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. 100 copies for \$12; 50 copies for \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers. Prices valid until 12/31/2012

Quantity (all prices cover first class postage & handling)

Cost



_____ Help Wanted

_____ French By the Numbers

_____ French is Not a "Foreign" Language

_____ Why Learn French?

_____ Speaking French

_____ Ten Reasons to Learn French

_____ Why French FLES*?

TOTAL ENCLOSED _____

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REGION VII: SOUTH CENTRAL

The Arkansas Chapter hosted the third annual French Immersion Weekend at the Ozark Natural Science Center, a secluded wilderness retreat. Organizers Jennifer Deacon and Jennifer Corbin made arrangements for the group's two days together. Activities and workshops included campfire chats, teaching with songs, skit preparation and performance, building vocabulary by playing games, teaching demonstrations, films, music, and *pétanque*. Teachers shared materials while non-teachers were free to do whatever they wanted. Participants were also treated to an informational wildlife presentation and nature walks. The kitchen staff went out of their way to serve the kind of food to make the "French" weekend complete.

During the Kansas World Language Association meeting, Murle Mordy, long-time member and chapter officer, was named *Chevalier dans l'Ordre des Palmes académiques*. AATF President Ann Sunderland spoke about Murle's many contributions to the teaching of French in the state of Kansas. Also recognized was Nora Kelting, Chapter Secretary-Treasurer, who was honored as the Kansas World Language Association Teacher of the Year for 2011. The award is given to an individual who has made major contributions to foreign language education. This was the first time that a French teacher has won the award since 1988.

To celebrate the bicentennial of Louisiana's statehood, the Council for the Development of French in Louisiana (CODOFIL), Louisiana State University (LSU), the *Université Stendahl* in Grenoble, and the New Orleans French Consulate joined forces to preserve, promote, and develop Louisiana's French and Creole culture, heritage, and language. Currently, 29 French immersion schools contribute to this goal. In 2010, the Louisiana legislature mandated French immersion schools to include at least one in East Baton Rouge Parish and in each of the 22 parishes in the Acadiana Region.

To provide teachers for these schools, there is a unique training program that includes teaching and study in France as well as coursework at LSU, leading toward an LSU advanced degree and teacher certification. Only ten participants will be selected for this Louisiana Escadrille Program that offers a three-week summer program at LSU focusing on French language, culture, and an

introduction to teaching in immersion programs. There will also be a seven-month teaching assistantship in France, and graduate coursework in Grenoble.

Eileen Angelini, Canisius College (NY), gave a presentation to the Houston Chapter. Her topic is "A Little known History of Discrimination in New England: the KKK Attacks on Franco-Americans in the First Half of the 20th Century." She has previously given this lecture at York University, Toronto, the 2011 World Youth Peace Summit in Connecticut, along with other places in Massachusetts and Connecticut.

The North Texas Chapter held *La Fête française* in early March. There was an entire day of activities for French teachers and students. Presentations of read or memorized prose and poetry along with written tests were part of the scheduled activities. This annual activity for North Texas has proven quite popular over the years.

Respectfully submitted,
Janet Smith
Region VII Representative
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REGION VIII: SOUTHWEST

Notre région a eu une année 2011 bien chargée en événements et en activités diverses, dont voici un échantillon.

Formation et développement professionnel

Les chapitres ont organisé pour leurs membres des ateliers, conférences, séminaires et journées d'immersion, souvent en collaboration avec des écoles, universités et groupes francophiles locaux, par exemple:

- Journée de Printemps sur le thème «Les Antilles Francophones» à Stanford University (Californie du Nord)
- Ateliers «Littérature algérienne d'aujourd'hui» et «Grand Concours» à l'Alliance française de Pasadena (Californie du Sud)
- Camp Français sur «Les Bandes dessinées» (Californie du Nord)
- Journée d'Immersion avec l'Alliance française (Hawaï)
- Atelier sur la langue française (Hawaï)
- Utah Foreign Language Association Conference à Utah Valley University (Utah)
- Atelier cuisine et discussion sur «comment raconter des histoires» (Utah)

Nombreux sont aussi nos membres qui ont présenté leurs travaux d'en-

seignement ou qui ont participé à des congrès et formations, au niveau régional et national: Convention de la *Modern Language Association*, Conférence de la *California Language Teachers Association*, *Southwest Conference on Language Teaching*, Congrès national de l'AATF, *New Mexico Organization of the Language Educators seminar*, *Arizona Language Association*, *Utah Foreign Language Association Annual Conference*, atelier *AP French Language & Culture au Francophone Research and Resource Center* à USC.

Nos membres ont participé à bien d'autres rencontres parmi lesquelles la conférence de la *Foreign Language Association* de la Caroline du Nord où Anne Jensen, notre ancienne déléguée de la Région VIII, et Connie Fredericks-Malone ont fait une présentation. Certains de nos chapitres ont profité de leur participation à des congrès régionaux pour faire connaître l'AATF et recruter de nouveaux membres.

Partage d'idées / Communication

Les enseignants du Sud-Ouest ont partagé une mine de ressources pédagogiques, plans de cours et liens Internet à travers des *Newsletters* (Arizona), annonces e-mail, blogs, sites Web et/ou *Wikispaces* (Utah, Californie du Nord, Californie du Sud) mis en place par le chapitre. Parmi toutes les bonnes idées, on retient des activités portant sur Astérix et Obélix, *Halloween*, le cinéma, les proverbes, les verbes, l'utilisation de la technologie et bien sûr des jeux! Certains chapitres sont maintenant sur *Facebook* comme le chapitre du Nevada. Quant au chapitre du Nouveau Mexique, il est en discussion pour retrouver sa présence sur la toile.

En automne 2011, les services culturels des consulats généraux de Los Angeles et de San Francisco ont diffusé une première lettre d'information destinée aux enseignants de français de Californie. Cette lettre a pour but de «constituer un réseau privilégié où se retrouveront nouveautés pédagogiques, actualités culturelles [...] offres de stages, annonces concours [...]» ainsi qu'une tribune pour les enseignants. Cette publication devrait permettre aux enseignants de Californie de tisser de nouveaux liens. Elle intéressera certainement d'autres chapitres du Sud-Ouest à qui j'enverrai la prochaine édition.

Sur un autre plan, les chapitres du Sud-Ouest se sont souvent réunis avec leurs membres autour d'une bonne table. Par exemple, le chapitre de San Diego a célébré la Chandeleur et les membres

d'autres chapitres se sont retrouvés pour la rentrée, les fêtes de fin d'année ou des remises de prix. Lors de ces rencontres, nous avons discuté didactique, voyages, projets d'immersion et bien d'autres sujets relatifs à l'enseignement ou à la culture française/francophone.

Initiatives pour nos élèves et étudiants

- Grand Concours
- Semaine du Français: Dictée-dîner pour les élèves au niveau 3 et 5—les participants ont reçu un certificat et les gagnants un prix (Californie du Nord)
- Semaine du Français: Connie Fredericks-Malone a parlé dans les écoles de Santa Clara County de l'histoire de sa soeur devenue membre du groupe de musique Fredericks Goldman Jones (Californie du Nord)

vos projets et vos initiatives de l'année 2012!

Respectfully submitted,
Marie-Magdeleine Chirol
Region VIII Representative
[mmchirol@whittier.edu]

REGION IX: NORTHWEST

Many members of the Northwest Region have been in the spotlight this year. During the AATF convention in Montreal it was a pleasure to attend sessions presented by members from our region. A member of our Region was also selected for the Future Leaders Fellowship Program that preceded the Montreal convention. These colleagues and many others reflect the great commitment that so many AATF members have to promoting excellence in our profession. Several of us had the pleasure of meeting for

Wyoming members opportunities to serve the profession and several presented or facilitated sessions and workshops.

Region XI continues to involve students in the *Grand Concours*. What a pleasure it was for me to write letters of congratulations to so many deserving teachers who devote time and effort to getting students involved in this highly-motivating activity. It is of note that 2011 was, for the WA/AK/BC/AB Chapter, the year when the largest number of teachers to date participated in the *Grand Concours*.

Several AATF members from the Northwest Region have, in recent years, chosen to be at-large members. While this does give individuals access to much of what the AATF can provide, I would like to encourage teachers to become

Certains de nos chapitres ont profité de leur participation à des congrès régionaux pour faire connaître l'AATF et recruter de nouveaux membres.

- Semaine du Français: Pièce *La Farce de Maître Pathelin*, Whittier College (Californie du Sud)
- Participation à la *Language Fair*, Arizona State University
- Participation à la *World Language Expo*, University of New Mexico
- Séances cinéma pour lycéens et *Master class* (Californie du Sud)
- les chapitres ont servi de relais pour aider à trouver des familles d'accueil pour lycéens français (Nouveau Mexique, Californie)

Autres initiatives

Le chapitre de l'Utah a commencé à préparer des dossiers pour encourager les responsables de districts à créer plus de programmes d'immersion dans les écoles élémentaires. Ce chapitre collabore aussi pour créer des guides chronologiques (*pacing guides*) et des développements de cursus (*curriculum maps*) dans leur district. En reconnaissance à la qualité de leur enseignement du français, le chapitre de la Californie du Sud a offert des prix et certificats à quelques-uns de ses enseignants les plus méritants.

Note personnelle

Merci pour la confiance que vous m'avez témoignée en me désignant comme nouvelle déléguée régionale. Je suis ravie de représenter notre belle région du Sud-Ouest. Ma profonde gratitude s'adresse à Anne Jensen pour son travail de déléguée régionale lors des six dernières années ainsi que pour tout l'appui qu'elle m'a apporté pour me familiariser à mes nouvelles responsabilités. Enfin... bonne continuation à tous dans

lunch during the *Déjeuner de bienvenue*, and it was delightful to see new members and "old" sharing techniques and experiences. The AATF national convention provided many opportunities to meet new colleagues and renew contacts and friendships, along with the excellent program and the extraordinary venue.

Chapters in Region IX promote French and support teachers through a variety of activities, each of which can serve as inspiration for other chapters. The Washington/Alaska/British Columbia/ Alberta chapter sponsored a French film at the Seattle Jewish Film Festival. Posters with the AATF logo were all around the festival building, and the festival manager said that the film that they sponsored, *La Raffle*, was one of the best attended. This active chapter also encouraged co-operation between AATF and *Alliance française* of Seattle, Seattle Dollars-for-Scholars program, and the Memorandum of Understanding between the *Académie de Nantes* and Washington State. Articles covering these and other activities appear regularly in their wonderful publication the *Canard déchainé*.

The Colorado/Wyoming Chapter met in conjunction with the Colorado Congress of Foreign Language Teachers. The French immersion dinner provided, as always, an excellent opportunity for colleagues to meet and practice their French. For teachers who live far from other French-speakers, as is often the case in our vast region, such activities are invaluable. The presence of ACTFL in Denver in November also gave Colorado/

active in a chapter. Given the large distances in our region, it is clear that some states have difficulty holding meetings in a place that is easily accessible to all members, but connections can be made through e-mail contact and even webinars. Region IX is hoping that chapters that are struggling will be able, in the coming year, to implement new ways of contacting members and getting them involved in the AATF's exciting activities. Examples of this can be seen at the AATF Idaho page where they have a "factpack" available for Advocacy [<http://www.iatlc.org/downloads/Idahofactpack.htm>]. The Colorado/Wyoming Chapter provides important information on its wiki [<http://aatfcow.wikipaces.com>], including activities that can be used in the classroom and links to member presentations. The wiki also promotes related conferences and teacher fellowship information.

Our Region continues to face the challenges posed by the great distances in our multi-state/province area. Although we continue to recruit new members and to contact members who are inactive, we would very much like to involve more French teachers in our activities. Chapters in our region that have focused on collaboration have truly seen fruits of their labors, and in 2012 we hope to see even more of this and hope to see many colleagues from Region IX at the national convention in Chicago this coming July.

Respectfully submitted,
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TECHNOLOGY THOUGHTS FOR 2012

Another year has passed, and it is time to do an inventory of how many of the new technologies that I experimented with this past year have stood the test of time despite being major successes at the time when they were introduced. How many of them are still going strong in my classroom? While I am not sure of the answer yet, I would certainly like to have an accurate account before I invest in new ones.

In the last few years, we have witnessed the appearance of many new applications, widgets, and tech ideas that came and then discreetly went away. Each of them claimed at the time to be better vehicles that could carry out the herculean task of delivering quality instruction; a customized instruction that was not going to bury our students under piles of memorization tasks and was not going to provide disengaging activities completely unrelated to their daily lives. This being said, I know we all

ing and listening. What a coincidence with acquiring foreign language skills.

- Under READING skills in order to “Integrate Knowledge and Ideas,” students should interpret, integrate, and evaluate content from authentic diverse multimedia. In our field, this is already in place especially if you examine the new and comprehensive AP exams. However, not only AP students get to demonstrate that they have acquired advanced critical reading skills. Students, at three levels of language learning (novice, intermediate, and advanced) are challenged on a daily basis by foreign language teachers to develop these skills, whether you are using a new textbook, a new technology application, or simply bringing to life virtual learning experiences in any field.
- Under SPEAKING and LISTENING in order to “Present knowledge and

I was able to gather a few of the most popular technology tools that were used by fellow teachers.

1. Thinglink.com—a service that allows you to make any image on your blog an interactive image. To do this you have to install the Thinglink plug-in (available for Blogger, WordPress, and Tumblr). Once you have Thinglink installed, you can tag and label anything in the images on your blog. Your tags appear as simple dots on your images. Whenever someone places the cursor over a dot in the image, the information in the label appears. You can include descriptions and/or links. Thinglink can be a good way to have students take group blogging to a new level. They can upload images and then work together to add more information to the blog post in the form of image tags. One way that I used this in my

...being well versed in technologies helps us get closer to the goal of providing students with the 21st- century skills. But in order for this to happen successfully, teachers must be proficient in these skills and be able to model them.

have our tech likes and dislikes, and we state that they fall into these categories simply because they seem to have the legitimate right (or not) of being “regulars” in the foreign language classroom due to their versatility and adaptability to today’s teaching and learning.

I would like to focus on some past technology successes and some promising new ones. As foreign language teachers, we need to use technology not simply to provide technical skills to our students. Foreign language students are empowered only when teachers harness new technology in ways that promote language learning. In case you have not yet examined the draft document ACTFL has posted on its Web site in order to align the *National Standards for Foreign Language Learning* with the Common Core State Standards, here are some highlights. As we prepare to revamp and equip our classes with new and promising technologies, we can bear in mind that these common cores were adopted by 47 states across the U.S.

The new Common Core Standards divide English Language Arts into four major categories: reading, speaking, writ-

ideas,” students need to make strategic use of digital media and visual display of data to express information and enhance understanding. Again, this is in place in our classes where we encourage the development of speaking and listening skills by having the students use Prezi instead of Power Point or Voki instead of a simple recording.

- Under WRITING students should use a variety of media, including print and digital tools. Here the sky is the limit since blogging has made it easy to develop free writing and get instant feedback on one’s ideas.

Consequently, it seems that being well versed in technologies helps us get closer to the goal of providing students with the 21st-century skills. But in order for this to happen successfully, teachers must be proficient in these skills and be able to model them. These skills include finding and managing resources, publishing on the Web, as well as teaching students to design and develop digital-age learning experiences and assessments. Looking back retroactively over the last year of experiences in on-line technology,

French classes is to have students upload pictures/images descriptive of new vocabulary, expressions, or concepts and then ask them to tag different parts of the image to add further explanations and examples that can enhance understanding.

2. Smorepages.com—a new service for creating great-looking Web pages; it helps you also create on-line flyers. Smore’s flyers are dynamic and changeable; they are not single-use PDFs. Smore flyers can include many types of media, including videos. Deleting or adding elements to your Smore flyer is as simple as dragging and dropping them on or off your page.
3. According to the “Free Technology for Teachers” Web site (my favorite), if you want to consider yourself a “techy” of the 21st century, you need to have mastery of at least half of the 11 BASIC technology skills listed below.
 - I. You should be able to CREATE
 1. A blog
 2. A wiki
 3. A Web site
 4. A podcast

5. Videos
6. Google maps
7. A backchannel

You have probably already tried blogging to communicate information to parents and students, keep an account of your lesson plans, or simply to have students keep a public reflection of their learning in the form of journals. Although there are many free platforms for classroom blogging, my favorite is Edublog [<http://edublogs.org/10-ways-to-use-your-edublog-to-teach/>]. If you have not yet created a blog, not to worry! You can start with a wiki on Wikispaces [www.wikispaces.com/]. It is easy to allow students to interact and cooperate virtually to record and share their knowledge about topics that they have researched. This is an excellent opportunity for students to be assessed on their writing skills, since wikis give a page history documenting who did what. The University of Wisconsin developed a Wiki rubric to assess individual and group Wiki contributions [<http://www2.uwstout.edu/content/profdev/rubrics/wikirubric.html>]. Another useful rubric is the Reflection Journal Rubric that you can use to grade a journal entry [www.uwstout.edu/soe/profdev/upload/Reflection-Journal-Rubric.doc] on any blog.

Do you have a Web site? If not, you should also create a Web site. A Web site allows you to personalize the content to your teaching style or your students' learning styles. This is easy to do with Google sites [www.google.com/sites/help/intl/en/overview.html] or with Weebly [www.weebly.com].

How about "backchanneling?" I am sure you have some students who are reluctant to share their thoughts verbally, while others simply blurt out every thought they have. With TodaysMeet [www.todaysmeet.com] you can create a chat room in which your students type their questions and comments whenever they have them, and, in turn, in real time, you can address them as you see fit. If you do not like TodaysMeet you can use Edmodo [www.edmodo.com] which is even more user friendly.

- II. You should be able to TRY
8. Twitter

Twitter is the fastest-growing social network that can be used for more than just sharing pictures of your friends or finding out what celebrities had for dinner. Twitter is a great way to connect with fellow teachers around the world to share ideas and improve lesson plans. Join Twitter today, and you may be pleasantly surprised at the professional benefits it brings. Likewise, you can create

your own social network (even though at a small cost) with Ning. You can do this with your own classes or join with other teachers in your school as you present common content to students.

- III. You should be able to SAVE and SHARE

9. Bookmarks on-line

With Diigo [www.diigo.com] or Delicious [www.delicious.com] you can use on-line services to save Web sites that you can bookmark and share later with others in your network. This is convenient when, at the end of the year, all computers in your school are reimaged. Now you will not lose your bookmarks, since they can be safely stored on Diigo. This service is mostly used for annotating, bookmarking, archiving, and sharing Web pages.

- IV. You should be able to CONDUCT
10. Quizzes on-line

You can now conduct quizzes on-line using Google Document Forms. You just sign into a Google Documents Account, create a new form, give it a title, make questions, and most of all you can post this link to your own Web site. Needless to say, the results of the quizzes will now be stored into your Google account, and all you have to do is just transfer the scores into the grade book.

- V. You should be able to BUILD

11. Your own search engine

You can do this with "Google Custom Search" to limit the search to one or more Web sites, you can create a search box, and you can customize the look of the results to match your Web site.

Although this is the beginning of a new year, and it is appropriate to do this inventory now, we are in the habit of double checking the efficiency and validity of these technologies whenever we are in contact with any foreign language colleague. For me, the best way to run it by my colleagues is when I attend conferences. Whether as presenter or attendee, my favorite thing about technology is when I ask the audience: "So, is anyone familiar with?" Inevitably several hands will go up, and then I ask them how they use it specifically in their classroom. I get so many new ideas! Instead of providing a session where I am the only one sharing my experience, I like to turn it into a two-way street where I learn new things and others get to learn or try what I know. Try as many new applications as you can, evaluate their use and efficiency regularly, and most of all connect with your colleagues and students to see what works best.

Adina C. Alexandru
 Southington Public Schools, CT
 [aalexandru@southingtonschools.org]

VIDEO PROMPTS PROJECT

The Video Prompts Project, jointly sponsored by the AATF and the U.S. Department of State (DoS), seeks to facilitate through social media the interaction of French-speaking students in the U.S. with their counterparts in France and the Francophone world. Participation is open to current or former students of AATF members who are at least 18 years of age.

Video submissions may be no more than three minutes in length, must use the French language exclusively, and must not contain any copyrighted material.

Video submissions must adhere both in appearance and in fact to the norms of civil discourse. In other words, the content of video submissions must be suitable for a global, public audience.

Participants should develop videos based on their academic objectives and personal interests. Some themes might include cuisine, culture and sport, a debate, education, global issues, diversity, government, etc.

Participants should send video submissions as attached files via e-mail to [aatfrench@gmail.com] in a format suitable for posting to YouTube. Submissions must meet the full requirements specified in the complete guidelines found on the AATF Web site [frenchteachers.org/hq/Studentinstructionsforvideopromptsproject.pdf]. The subject of the e-mail should include the title of the video in French; the body of the e-mail should include the participant's name and e-mail address; a brief one to three sentence summary, in French, explaining the video; and any statements, in English, detailed in the instructions regarding the inclusion of music or any other content subject to copyright restrictions.

Participants will receive an e-mail confirmation of receipt from the AATF which will review the submission. If the video submission meets the content requirements, the AATF will post the video submission to its public YouTube channel. DoS missions in France, as well as other French-speaking countries, will review AATF's YouTube channel on an ongoing basis and may "share" the participants' videos on their Facebook pages.

VISIT THE JNCL WEB SITE
www.languagepolicy.org



LES SEPT NAINS DE BLANCHE NEIGE

To learn the terms for different emotions, the seven dwarfs make it easy and fun! Karen Kuebler's second grade students began with a game of charades. Karen modeled each *nain* and did a group dramatization first before the individual charades game. To further reinforce the learning, students created masks illustrating each one of the emotions. To make the masks, they folded 12 X 18 sheets of paper in half and then cut the outline for the mask. Second graders were able to cut out the eyes, nose, and mouth using the strategy of folding prior to cutting. *Les nains sont: 1. Atchoum, 2. Dormeur, 3. Grincheux, 4. Joyeux, 5. Prof, 6. Simplet et 7. Timide.*

LES CHIFFRES SONT PARTOUT!

Karen's students were highly motivated to practice numbers through Baltimore Ravens' football jerseys! Below is part of a worksheet that could be adapted to different skill levels from identifying the number orally to spelling out the numbers in French. Find jerseys for your local teams (baseball, soccer, hockey, basketball, football) on the Internet to hook in your students.

A. Ray Lewis



B. Joe Flacco

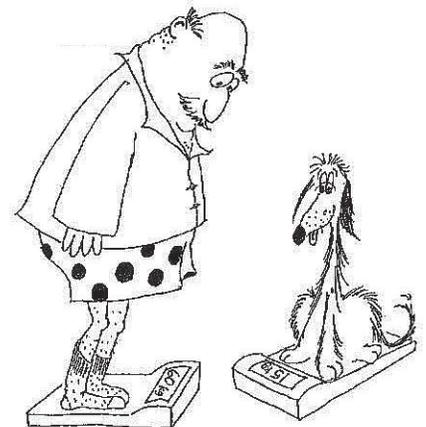
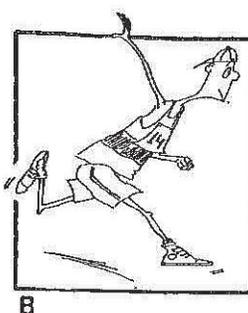
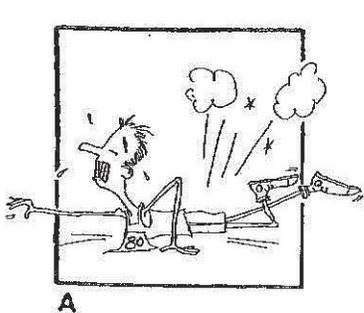


C. Ray Rice



Karen Campbell Kuebler
Wellwood Immersion School (MD)
[kkcdanser@verizon.net]

Look around you and there are numbers everywhere! Here are a few images from past *Grand Concours* pages that teachers can copy and reproduce to adapt to their students' skills. What other places in our daily lives have numbers attached to them? Send your ideas to share with other FLES teachers to: Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; e-mail: [mmemiller@aol.com].



SPECIAL OFFER: NEW AATF FLYER

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

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

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

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

Mail your SASE and request to AATF Flyer, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$75 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing in the *National Bulletin* (p. 38). All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *Why Learn French*
- 100 copies of the flyer *10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*
 - _____ 25 copies of the *Why French FLES*?* flyer (optional at no extra cost; check if you would like to receive them)
 - _____ 10 copies of the "Help Wanted" flyer for counselors (optional at no extra cost; check if you would like to receive them)
- 10 Forward with French bumper stickers
- 50 World Speaks French postcards
- one AATF promotional video/DVD or CD (Please indicate your choice; select only one.)
 - _____ DVD *Le Français m'ouvre le monde* _____ DVD *Forward with French*
 - _____ DVD *Forward with FLES** _____ DVD *French-Speaking Louisiana*
- one AATF guide or FLES* report (Please indicate your choice; select only one.)
 - _____ *Calendrier perpétuel* _____ *La Vie des mots*
 - _____ *Vive le français!* (activities)
 - _____ FLES* report (See the *National Bulletin*, p. 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
 - _____ 50 World Speaks French pencils _____ AATF Notecards (2 sets of 12 cards)
 - _____ 25 *On est les meilleurs!* buttons _____ 25 Forward with French pens

Total (\$75 per kit): _____

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

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ (H/W) E-mail: _____

2012 NATIONAL FRENCH WEEK CONTESTS

The theme for 2012 is "Avec le français tout est possible/With French Everything is Possible."

ESSAY CONTEST

Deadline: Received by **November 15, 2012.**

Submit: All essays must be submitted by e-mail to [essays@frenchteachers.org]

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2012. No group entries. There is a limit of five entries per school. Essays must be written in English. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, e-mail address, and AATF chapter name must be written at the beginning of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

Judging Criteria: Relevance to the theme, originality, written expression. All essays become the property of the

AATF and may be used in AATF publications or materials. All participants in the AATF Essay and Video/Animation Contests will receive certificates. A student may enter both contests. First, second, and third place winners of each division will receive prizes to be announced.

VIDEO/ANIMATION CONTEST

Deadline: Received by **November 15, 2012.**

Rationale: The AATF Executive Council decided that teachers at the middle school and high school would appreciate an activity that students could work on during National French Week (November 8-14, 2012). 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. See National French Week link on AATF Web site for instructions regarding format and how to upload the video/animation. Entries should be created using glogster or animoto. Teachers should choose the free educator subscription or have students set up their own accounts.

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. Each entry must be the original work of a current French student or group of students whose teacher is an AATF member for 2012. 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.

LA FRANCE DIVISÉE

This 36-min. documentary film explores the two sides of France during World War II: the collaboration with the Vichy government as well as the courage of many Righteous Gentiles and members of the Resistance. It also includes interviews with seven French people: a Holocaust survivor, three child survivors, two historians, and a leader of the French Resistance. Each interviewee presents a very different account of his/her experiences. The film concludes with actual footage of two historic apologies from the French government and Catholic Church. President Jacques Chirac publicly apologized for France's role in the deportation of Jews (1995), and Bishop Olivier de Berranger apologized for the silence of the French Catholic Church and asked for forgiveness (1997). Written, produced, and directed by Barbara P. Barnett and Eileen M. Angelini. Recommended for high school or college.

Mail or fax this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; fax: 618-453-5733. Prices include postage and handling. Also available through the on-line store.

La France divisée (DVD with French, English, and no subtitles), includes Study Guide

_____ copy (ies) x \$30 (members)/\$40 (nonmembers)

_____ Check enclosed. Make check payable to AATF.

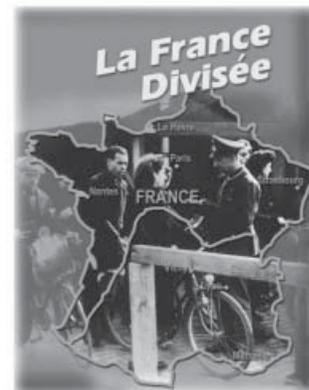
_____ Credit card _____ Exp. date _____ Security code _____

Name _____

Address _____

City/State/Zip _____

Daytime telephone: _____ E-mail: _____





SUPPORT THE AATF AND THE PROMOTION OF FRENCH IN THE U.S.



The AATF exists to support teachers of French in the U.S. Our mission is to support all efforts destined to advance the French language and literatures as well as all French-speaking cultures. We encourage collaboration among teachers in the public and private sectors as well as among all levels of teaching. We strive to provide members with the tools needed to advocate for French study and promote the teaching and learning of French in their schools and communities.

In 2007, we launched a special campaign to commemorate the 80th anniversary of the founding of the AATF with some special contributor categories:

- _____ 80th Anniversary Club (\$80)
- _____ Sponsor (\$500)
- _____ Patron (\$100)
- _____ Sustaining Member (\$50)
- _____ Other amount

In addition, the Executive Council established special contributor designations and benefits for those who pledge larger amounts:

Platinum Level Benefactor: Awarded to any member with more than 10 years of membership who has named the AATF as a beneficiary in his or her will for at least \$10,000. The Platinum Benefactor will receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

Gold Level Benefactor: Awarded to any member with more than 10 years of membership who has named the AATF as a beneficiary in his or her will for at least \$5000. The Gold Benefactor will receive a framed certificate, life membership status, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

Silver Level Benefactor: Awarded to any member with more than 10 years of membership who contributes at least \$2500 in a given year. The Silver Benefactor will receive a framed certificate, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

Bronze Level Benefactor: Awarded to any member with more than 10 years of membership who contributes at least \$1000 in a given year to the AATF. The Bronze Benefactor will receive a framed certificate and be placed on the Web site Honor Roll of donors.

In addition to these categories, members will also be recognized each November in the *National Bulletin* as a Sponsor, Patron, or Sustaining Member. However, we welcome contributions in any amount. Please make a donation to the AATF Fund for the Future when you return your dues invoice this fall. A contribution made in 2011 is deductible on your 2011 income tax return.

Your generous donations, which are tax deductible, support our many activities, including

- 12 publications per year
- National French Week
- National French Contest
- *Société honoraire de français*
- contests for students at all levels
- the work of the AATF commissions
- an award-winning Web site
- collaborative projects such as the *National Standards for Foreign Language Learning*
- promotional and advocacy materials for programs in difficulty
- annual conventions around the U.S. and in many Francophone locations (Quebec, France, Belgium, Martinique)
- more than 15 scholarships to France, Quebec, and Belgium
- more than \$5,000 in grants
- numerous awards and honors for members and their students and administrators

For more information on AATF activities, visit [www.frenchteachers.org].

To become a sponsor or benefactor, send your contribution to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

Avec nos plus sincères remerciements!

REPORT SMALL GRANT 2011

15TH ANNIVERSARY—ANNUAL FRENCH PLAY

About 400 Francophiles of all ages celebrated National French Week 2011 at Whittier College (CA). The audience came from all parts of the greater Los Angeles region to see *La Farce de Maître Pathelin* by the *Théâtre de la Chandelle Verte*. There had never been that many French speakers on our campus in the history of the College! Indeed we surpassed any previous year's turnout. This success was all the more meaningful that it marked the 15th anniversary of this annual French play at Whittier College.

Directed by Christine Laderosa, *La Farce de Maître Pathelin* was beautifully executed by three brilliant actors that entertained us for a little more than an hour of pure enjoyment. Henrik Borgstrom, who adapted the text, played *le drapier* alongside Francine Conley-Scott as *Guillemette* and *le berger*, and David Whiteley as *Maître Pathelin*. Marilyn Deighton's gorgeous costumes with vivid earth tones, delighted our sight. A *dosier pédagogique* prepared by the *Theatre de la Chandelle Verte* was available to help teachers. I also prepared and shared with colleagues activities in French geared towards elementary French students so as to ease their understanding of the play and to help them better appreciate the comic aspects of this farce.

This medieval farce was broadly advertised by the French Cultural Services in Los Angeles, the Southern California AATF Chapter, the Whittier College Web site, and by me. I also sent flyers to many high schools, colleges, universities, and Francophile groups. Seats were only \$5 each thanks to the generous support and enthusiasm of several groups. The South-

ern California Chapter, an AATF Small Grant, Garrett House, and the Department of Modern Languages and Literatures at Whittier College were absolutely instrumental through their generos-

ity. Additionally, this event would not have been possible without the wonderful support and fine organization of Shane Cadman, Theater Manager, and Ron Maurer, Operation Assistant, and their student team at the Ruth B. Shannon Center for the Performing Arts. I wish also to thank Emmanuelle Remy-Riley and Jacki Williams-Jones, respectively, President and Treasurer of

the Chapter, for the beautiful bouquets they presented me on stage to mark the 15th anniversary of this event in the Los Angeles area. Finally, *un grand merci* to our audience for joining us in this annual Francophile celebration!

Marie-Magdeleine Chirol
Whittier College
[mmchirol@whittier.edu]

Quote from article in campus newspaper: "Few seats were empty in the Ruth B. Shannon Center Theatre on Monday, November 7, as the 15th annual French play drew spectators from all over the greater Los Angeles area. Students from a community college in Mount Sack sat next to home-schooled high school students from Orange County. [...] The set was simple: a stage bare except for two chairs, and the cast of three actors played the four characters of the play in simple costumes, utilizing only one prop, a long swath of cloth. The tale was a classic medieval farce that followed the tradition of French carnival plays by using crude humor and poking fun at the rich and powerful." (Leandro Fefer, French 1 student, Quaker Campus, November 10, 2011) [<http://www.quakercampus.com/content/french-week-blasts-play>].

THE FRENCH REVIEW WELCOMES ARTICLES FOR A SPECIAL ISSUE ON: *LE FRANÇAIS A-T-IL UN AVENIR AUX ÉTATS-UNIS?*

This special issue, to be published in May 2013, will be devoted to professional issues, specifically the future orientation—or, more starkly, the survival—of French/Francophone studies in the U.S. While the title is deliberately *provocateur* in tone, its intent is quite serious. The recent waves of budget cuts and program closures constitute new challenges for our discipline, challenges that call for an in-depth discussion among participants at all teaching levels. Relevant topics can include new orientations for French/Francophone studies that would attract larger numbers of students; the connections between French/Francophone studies, business studies, social sciences, and other disciplines (journalism, engineering, etc.); the consequences of budget cuts at the K–12 and/or university level(s); how best to proactively counter the threat of program eliminations; the development of French for professional purposes; the future of French/Francophone studies within the context of the general decline in funding for humanities programs. This issue will include a *Témoignages* section, in which teachers can submit shorter texts detailing the challenges they face as well as their success stories about thriving French programs. Deadline for submission: **August 1, 2012**. Submitted articles should be sent by e-mail attachment to the Editor in Chief at [edward.ousselin@wwu.edu].

SIXTH AATF ADMINISTRATOR OF THE YEAR CHOSEN

We are pleased to announce that Lisa Griebel, Principal of Federal Way High School, WA, has been chosen as the 2012 AATF Administrator of the Year. The award is cosponsored by the AATF, Concordia Language Villages, and the French Embassy. The recipient received a framed certificate. A stay at Concordia Language Villages has been awarded to a student in her school. Ms. Griebel was nominated by AATF member O'Meghan Schumacher 🍀.

AATF OUTSTANDING SENIOR IN FRENCH AWARD APPLICATION FORM

Contact Information

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

Nominating AATF Member's Name: _____

Member's Address: _____

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

School Name: _____

School Address: _____

Name of Administrator to Whom Letter Should be Sent

Name & Title: _____

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

1. I certify that this student is in his/her _____ year of French study (3 minimum).

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

3. He/she is a graduating senior. _____ Yes _____ No

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

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

_____ study abroad _____ *Grand Concours* _____ French Club _____ Officer

_____ National French Week _____ *Société honoraire* _____ SHF Officer _____ Pi Delta Phi

Other _____

6. I am a current AATF member. _____ Yes _____ No

Member's Signature: _____

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

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

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

Amount enclosed: _____

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

This form can be mailed or faxed to: AATF Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733. Purchase orders accepted. Address inquiries to [sra@frenchteachers.org]. Award nominations can now be submitted through the AATF On-line store. Provide billing address if different than home address above.

Credit Card # _____ Exp. _____ Sec. Code _____

A SAMPLING OF THE MANY SESSIONS OFFERED IN CHICAGO

The following titles provide a representative sampling of the sessions that will be offered at the 85th AATF Convention in Chicago, July 5-8, 2012 at the Intercontinental Hotel. (See page 27 for a list of the three-hour workshops.) In addition, there will be numerous exhibitor and commission sessions, sessions on the *Grand Concours* and *Société honoraire de français*, as well as guest sessions by local speakers.

All information on registration and excursions is now posted on the AATF Web site at [www.frenchteachers.org/convention]. Excursions and activities are described on pages 1-2, and the registration form can be found on pages 25-26.

The complete preliminary program is now posted on the Web site as well and will be updated with specific day and time information as that becomes available. *À bientôt à Chicago!*

Partial List of Sessions

Technologie

Using Avatars To Enhance Language Skills And Creativity
La Technologie aux bords et au sein de la Francophonie
The iPad in the 21st-Century French Language Classroom
Zoom-In: Google Earth and the Teaching of Culture
Technology in The French Classroom: Effects on Language and Cultural Competence
Free Digital Resources To Improve Oral Proficiency
Using Authentic Audio from the Internet to Prepare for the AP French Language and Culture Exam
Digital Storytelling in the French Classroom: Créer une histoire numérique

Promotion du français

Lights, Costumes, Action: Bringing *les arts vivants* to the French Class
What's The Hook? Recruiting Students To French
What Would Napoleon Do? Battle Strategies For French Teachers
Service Learning in French: Helping Students Help Immigrant Communities
Best Practices for a Sustainable French Program
Beyond Grammar Exercises to the iMovie

Culture

Nourritures du palais, nourritures de l'esprit: de l'âge d'or des restaurants à nos jours
Beauty and the Street: Making Art and Aesthetics Accessible, Challenging, and Rewarding
Actualité de l'éducation en France
The Climate of the Debates: The Environment and the 2012 Presidential Election
Le Problème de la délinquance juvénile en France à l'heure actuelle
Environnement et écologie en France: questions, acteurs et débats en 2012
Teaching The Euro Crisis
Le Système éducatif algérien et l'hybridation des langues
It's a Rap: Integrating Music and Editing Songs for the Classroom
À la Découverte Du Sud-Ouest De La France: le Midi

Français aux USA

Cajun Country
French Language and Great Lakes History: Archeology on Paper
La 450^e anniversaire du débarquement des Huguenots à Fort Caroline
Histoire, géographie et écologie: l'héritage francophone dans le

Minnesota sur le Lac Supérieur
Tweets from the Prairie: How French Explorers Described Proto-Chicago
La Prononciation des noms de lieux d'origine française

Francophonie

La Belgique, ça fait parler les jeunes
Big Shoes, Big Heart: Chaussegros de Léry, 18th-Century Quebec Architect and Engineer
Teaching The Francophone World: Meeting the Challenges of Coverage and Depth
What Do We Mean By "La Francophonie?"
Le Français illustré, l'Afrique telle qu'elle se dessine: le cas de Aya De Yopougon

Techniques d'enseignement

Communicative Activities that Engage Learners
Visitez les États-Unis avec le vocabulaire et la géographie!
«Le Lac» de Lamartine: le «Grand Lac» de la poésie française et les manifestations de l'eau
Make Weekly Journals Count: Infusing Culture, Curiosity, and Critical Thinking
Strategies to Address the Three Modes of Communication: Interpersonal, Interpretive, Presentational
Diverses techniques de théâtre pour encourager les risques linguistiques
Promoting Verbal Communication Through Literature
Incorporating Authentic Materials In Beginning Classes
Faire du théâtre? Pourquoi pas? Claiming a Place for Theater and Theatricality in the French Classroom

L'Enseignement supérieur

Programmatic Assessment And Strategic Planning For Your University Level Undergraduate French Program
D'Astérix à Zidane: la culture populaire française dans les cours avancés
The Lure of French Literature in Translation
Enfants terribles, enfance terrible: Teaching Literature On-line
Teaching French Through International Marketing and Advertising
Beyond Communicative Language Teaching: An Expanded Paradigm for French Programs
Manuscripts of Medieval France with Vernacular Texts
Entre langue classique et français d'Abidjan: enjeux littéraire et linguistique chez Ahmadou Kourouma
L'Utilisation de *Présent* dans un cours d'introduction à la littérature
Incorporate The French Impressionist Collection from the Art Institute of Chicago into Your Curriculum

Cinéma

AP Students as "Gleaners:" What Can We Take From Agnès Varda's Film *Les Glaneurs et moi?*
Amour, amitié ou haine? Les relations entre juifs et arabo-musulmans dans les films français récents
Teaching Film Shorts in the Language Classroom: *Demain la veille*, a Case in Point
Teaching Francophone African Film Within the French Curriculum: Pedagogical Tools and Approaches
Le Film de l'année: *Intouchables*
Franco-Algerian Relations In Film

ADVOCACY FOR FRENCH PROGRAMS

The advocacy site created by Robert "Tennessee Bob" Peckham provides a plethora of information to support French programs at all levels. A number of sites for state advocacy of French are on-line. If your state is not among these sites, please contact T-Bob [bobp@utm.edu] to add to the list. Our goal is advocacy for all 50 states! A link to the Advocacy Depot is provided at [www.frenchteachers.org].

- Advocacy Fact Pack for Arizona [www.utm.edu/staff/globeg/azadvocacy.html]
- Arkansas Needs French [www.arkansasfrench.org]
- Idaho Needs French [www.iatlc.org/downloads/Idahofactpack.htm]
- Illinois Needs French [www.aatfchic.northil.org/Advocacy.htm]
- Indiana Needs French [www.valpo.edu/foreignlang/aatf/advocacy/placesandpeople.html]
- Kansas Needs French [kfla.lawrence.com/aatffactpack.htm]
- Kentucky Needs French [www.french.kwla-online.org]
- Louisiana Needs French [www.utm.edu/staff/globeg/louisiana.html]
- Massachusetts Needs French [www.faculty.umb.edu/brian_thompson/maneeds.htm]
- Advocacy Fact Pack for Michigan [flabs.emich.edu/mi-aatf]
- Minnesota French Facts [www.mnaatf.org/1d.htm]
- Missouri French Facts [flamnet.org/MOFrench.doc]
- New Jersey [www.utm.edu/staff/globeg/newjersey.html]
- New York Needs French [www.utm.edu/staff/globeg/nyadvocat.html]
- Advocacy Page for North Carolina [www.ncaatf.org/advocacy.html]
- Advocacy Fact Pack for Ohio [www3.uakron.edu/modlang/aatf/ohiofrench.html]
- Tennessee Needs French [www.utm.edu/staff/globeg/frtnadvoc.shtm]
- West Virginia Needs French [www.utm.edu/staff/globeg/frenchwv.html]

NEW! LA FRANCOPHONIE EN EUROPE

Special issue of *Dialogues et cultures* devoted to Switzerland and Belgium, edited by Marie-Christine Koop, Chair of the AATF Commission on Cultural Competence. See the full Table of Contents at [www.frenchteachers.org/hq/materials/switbelgvolume.pdf]. The volume can also be ordered through the AATF On-Line Store.

_____ Copies x \$25 each

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LAISEZ LES BONS TEMPS ROULER!

Due to popular demand, we have decided to continue producing the Baton Rouge convention T-shirts. The design is white on royal blue. A limited number of bags are also available with the same design. Price includes shipping and handling.



_____ T-shirts x \$18 ____ M ____ L ____ XL

_____ T-shirts x \$19 ____ XXL

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REMINDER TO FDLM SUBSCRIBERS

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on page 36 to notify the AATF or send an e-mail to [address@frenchteachers.org], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].

CONTACT REPRESENTATIVES OF QUEBEC

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

ACTIVITIES TO REINFORCE VOCABULARY

The following activities can be used to review vocabulary and reinforce basic concepts and categories. They offer opportunities for the students to speak and actively demonstrate their comprehension of what their partner has said.

I. *La Nourriture*

Although this activity can be used to review various categories, this explanation will concentrate upon its usage with food. Students will need a pencil and a blank sheet of paper; for the first two minutes they will list as many French words for food as they can. The teacher should specify that brand names are not to be used. The goal of the activity is to have the most vocabulary words for food remaining at the end of the exercise. The first student gives a French description or definition of one of the food items written on his/her paper. If the other students cannot understand what item is being discussed, they can ask questions in French for clarification. After the first student has finished his/her recitation, all students who have written the depicted word on their paper must remove it from their list (including the student who has given the description). For reference purposes the teacher must also begin the official log of delineated food items. The second student then begins his/her recitation and the activity continues in this manner until all students have had a chance to speak during the first round. The student who describes the food item must remove it from his/her list even if no one else has chosen that food. If students refuse to participate or are unable to provide information for the rest of the class when it is their turn, they must remove one of the food items on their list. In order to meet possible time constraints during the remaining rounds each student will simply state the name of a food item on his/her list instead of describing it; all students having that item on their list will delete it from their paper. If students name an item that has already been given, they must delete that item plus an additional one from their list. The activity continues until there is only one student left with vocabulary items. If time runs out before only one student is left, the winner is the student who has the most words left on his/her paper at that time.

II. *Quelle Carte?*

This activity is a vocabulary review adaptation of a classic card game. The teacher prepares and distributes 18 cards for each group of three students. These cards are divided into six categories of three cards each. Possible categories include classroom items, animals, clothes, colors, buildings, and body. The teacher places on the board the words to be used in each category. This list is in English because the students will have to furnish the French equivalent for the item during the activity. Since the list delineates all vocabulary to be used in the exercise, it ensures that students will not waste their time asking for category items not included in the activity. One member from each group of three will shuffle or rearrange the cards and give five cards to each player. The remaining three cards will be placed in the middle of the players and become the pile from which to draw possible needed cards.

Before play begins students check their cards to see if they have a completed card category in their hand. If they do, they lay the three card category face up on the playing area in front of them. The teacher indicates which students will begin the play in each group. Those students then direct a question in French to the student on his/her left, requesting a particular category card. If that player has the card, he/she must give it to the student requesting it. If the player does not have the card, the first player's turn is over. The player who was questioned then requests a card from the student on his/her left and play continues.

After all three players have questioned the student on their left, they reverse the procedure and question the students on their right when it is their turn. This questioning procedure alternates throughout the game. It may take a few turns before the students remember to alternate the questioning procedure. At any time during the game as long as the three card pile remains, a student can choose to select the top card from the pile instead of questioning a player. There are no discards. When a student collects a completed category of three cards, he/she lays it face up on the playing area in front of him/her. The winner is the student who finishes the activity with the

most sets of category cards,

III. *Les Vêtements*

This activity reviews vocabulary words from a specific category and stresses spelling. The last variation also addresses recall of specific knowledge and listening comprehension.

For this activity the teacher prepares or purchases sets of alphabet tiles and distributes them to the students. The students arrange the letters from their alphabet set to spell the French word for various items of clothing (or food, buildings, etc.) The set should include more than the twenty-six letters of the alphabet and provide a significantly larger number of vowels and commonly used consonants (suggestion: vowels: 14 a's, 17 e's, 5 i's, 7 o's, 10 u's; consonants: 4 b's, 7 c's, 5 h's, 6 l's, 5 m's, 7 n's, 5 p's, 8 r's, 12 s's, 10 t's, and 3 v's). The amount of letters per student needed in this activity makes it advisable to have the students perform the exercise at a table, but if this physical arrangement is not possible in the classroom, the students can use their desktops as a work station to spell as many items as possible. Because of possible limited space, the students should show their desktops to the teacher for verification each time they fill their desktop work station. When desktops are used rather than tables, the teacher should prepare a grid with spaces for each student's name and for the words he/she is able to spell. If the exercise is used as a game, the winner can be the student who produces the most items or the one who uses the most letters.

Variation #1:

The basic procedure used in *Les Vêtements* is followed, but, in addition to the alphabet sets, the teacher also distributes an English list of clothing items. The students use this list to provide items for which they can spell the French equivalent with their alphabet tiles. The English list provides a framework for vocabulary recall and makes it easier for the students to focus upon specific items. The list can make the exercise more difficult, however, if the students do not know the French equivalent for the words on the list or if they can't spell them correctly.

Variation #2:

This variation stresses spelling but also addresses the issue of listening com-

prehension and recall of specific knowledge. The teacher arranges the students into groups of three and distributes to each group alphabet squares, a list of questions and answers in French, and a blank sheet of paper. The list of questions can be limited to clothing or address any language aspect the teacher wishes to review. Each group should also have one pencil.

One student (Student C) will not participate in the spelling aspect of the exercise; he/she will take the list of questions and answers and also the blank sheet of paper; he/she will be the student to use the pencil in the activity. The other students will place the alphabet squares with the letters face down on the playing area. They will each select 10 squares from the pile, placing the letters in front of them. If they can use their letters to spell an article of clothing in French, they do so when it is their turn. They earn one point for each letter in the word they spell and Student C records the points earned by each student. The letters which were used spelling the word are then turned over and placed aside; they cannot be used again and they are not returned to the pile. If Student A is unable to spell a clothing item using his/her letters, he/she will have to provide a correct answer to a question posed by Student C in French. This questioning procedure focuses upon listening comprehension and requires student recall of specific knowledge. The students must understand the question in order to be able to answer it and must have the appropriate knowledge in order to be able to answer it correctly.

If Student A is able to answer the question correctly, he/she selects another letter from the pile in the center. If he/she is unable to do so, he/she does not select another letter. It is then Student B's turn and the exercise continues in this manner until the time allotted for the activity elapses. When either student is able to use his/her squares to spell an item of clothing in French, he/she does so during an appropriate turn and earns one point for each letter in the word.

Since luck dictates which letters the students will draw, each student may repeat a word he/she has previously spelled or one provided earlier by his/her partner.

The winner is the student with the highest score at the end of the activity. If one student uses all his/her letters before time elapses, the winner is the student who has the highest score at that time. The student who uses all his/her letters

receives an additional 10 points.

IV. Quel Bâtiment?

This activity uses vocabulary for buildings and prepositions of placement as content material for listening comprehension practice. The teacher begins the activity by distributing an imaginary city plan which contains various buildings labeled in English. In addition to this plan, each student should have a pencil and a blank sheet of paper. The teacher selects one of the buildings on the city plan and gives a French explanation of how to get to it from another building. He/she ends that set of directions and each future set of directions from one building to another with the question: "Où êtes-vous?" The students follow the teachers directions on their city plan, and when they hear "Où êtes-vous?" they write their location in French on their blank sheet of paper. (Example: The teacher begins at Robert's house and gives directions to the grocery store. The students write the word *épicerie* on their blank sheet of paper when they hear "Où êtes-vous?") The teacher continues to give directions in this manner, going from one location to another, and the students continue to write the name of their current location when the teacher asks.

When the teacher has finished giving directions, the students begin the second phase of the exercise. They take the first letter of each word they have written on their blank sheet of paper and then rearrange these letters to form another building location (Example: The teacher leads the students to the grocery store in the first set of directions; takes them from the hotel to the high school during the second set of directions; explains how to go from the pool to the apartment building in the third set of directions; describes how to go from the bookstore to the elementary school in the fourth set of directions; indicates how to go from the shopping center to the railroad station in the fifth set of directions; and completes the first listening comprehension exercise by describing how to go from the bank to the stadium. The students will have written on their paper *épicerie, lycée, immeuble, école, gare, and stade*. They take the letters é, l, é, g, s and rearrange them to form *église*.) Since vowels can occur with or without accents in these words, the teacher will have to address this issue by including buildings which offer both options or by telling the students either to ignore the accents or to add them as needed.

Buildings and locations which can be discovered using this exercise and the

sample plan at the end of the activity include *gare, hôtel, collège, hôpital, école, épicerie, librairie, poste, église, pharmacie, opéra, mairie, and marché*. Although a letter can often occur more than once in the building to be revealed (such as the i in *mairie*), the double occurrence does not present a problem because the teacher can begin each set of directions to the apartment building with a different building, use different placement prepositions, and still have the students appear at the apartment building when the question "Où êtes-vous?" is asked,

Variation: *La Ville inattendue*

This variation uses the same basic procedure described in *Quel Bâtiment*, but instead of rearranging the first letters of each building or location described per set of directions to reveal a hidden building, the students rearrange them to form a city. Cities which can be revealed in this manner include Paris, Marseille, Reims, Colmar, Blois, Brest, Calais, Chartres, and Albi. Teachers can use this activity to introduce a discussion of French cities.

V. Qu'est-ce que c'est?

This activity can be used to reinforce vocabulary items belonging to a specific category. Each student will need a pencil and a blank sheet of paper. The exercise begins when the teacher distributes an envelope to each pair of students. Each envelope contains slips of paper and each slip of paper has a different French word belonging to a specific category written on it. For this explanation of the activity the category will be buildings or locations although other categories such as food can also be used. Each teacher can decide whether or not to allow the use of proper names in the exercise. After the teacher has distributed the envelopes, Student A in each pair will select a slip of paper from his/her designated envelope and then spell the word just drawn by using vocabulary words for buildings or locations as the letters. (Example: If the word is *café*, the student could spell the word by saying *cinéma, aéroport, ferme, église*.) This procedure is difficult because it introduces a new approach for reviewing category words and fosters thinking flexibility; the activity is easier to perform if the class has previously worked with a map or with other exercises which group buildings together as a category.

While Student A in each pair is naming the buildings, Student B writes the name of each one on a sheet of paper. After Student A has finished naming the buildings, Student B will underline the first letter of each building and identify

the original building drawn from the envelope by his/her partner. The process is then reversed and Student B will select a slip of paper and use the same procedure to spell his/her word while Student A writes the name of the building. This process continues until the exercise ends. Student B can use the same buildings mentioned by Student A to represent a specific letter and vice-versa because the class may have only learned one building which begins with that letter; in addition the goal of the activity is reinforcement of vocabulary and repetition of the buildings meets this goal.

The teacher will have to address several issues with the activity. The first issue involves the use of accents since both accented and unaccented vowels can occur in vocabulary words for buildings. The teacher can avoid an accent problem by having the students simply provide a building beginning with a vowel and ignore the question of accent marks, adding or eliminating them as necessary to spell the word correctly.

The second issue occurs when a student is unable to supply a vocabulary word to denote the required letter. The teacher can either allow the student to say the letter itself or use a category other than buildings to represent it.

The third issue occurs when one letter is used more than once in a word to be spelled. Can the same building be used twice? The answer is yes if the student is unable to supply a different building.

The preceding explanation described a reinforcement exercise. The activity can also be used as a game, introducing luck and competition. The element of luck occurs when the words are selected from the envelope. Some words will be short (café) and some will be long (pharmacie). Each letter is worth one point but an extra five points will be added if the entire word is spelled using only building vocabulary. If a letter is used more than once in a word and the student uses the same building for the letter each time, he/she receives one point for the letter each time it is used; however, if the student uses one building the first time and a different building the second time, he/she receives one point for the first building and three points for the second building. If the student simply states a letter instead of supplying an appropriate building or location for it, he/she doesn't earn anything for the letter. If the student uses a different category as the basis for his/her vocabulary word, he/she receives half a point. Example:

Vocabulary word	Points awarded
cinéma	1
opéra	1
musée	1
marché	3
immeuble	1
stade	1
supermarché	3
aéroport	1
restaurant	1
immeuble	1
aéroport	1
théâtre	1
total	16

Note:

The word is *commissariat* and the total score of spelling with the buildings is 16 points, but 5 points will also be awarded for using only building vocabulary.

After Student A has finished the spelling procedure for the word provided on the slip of paper he/she has drawn, Student B may also be able to earn points from it. If at any time during the activity Student A has simply stated a needed letter instead of providing a building to represent it or if he/she has used a word from another category to provide a letter, Student B can try to provide a valid building for those letters. If he/she succeeds in furnishing a valid building, he/she can earn three points every time there is a first instance of a letter for which Student A did not furnish a building. (Example: if Student A did not supply a building for the i in *mairie* and only said the i, Student B will be able to earn three points by saying *immeuble* for the first i but will not earn any points by saying it for the second i; in addition, if Student A did not provide a building for the r in *mairie* and only pronounced the letter, Student B can earn an additional 3 points for the r if he/she says *restaurant*). Student B can also earn one point every time he/she provides a valid building for the first instance of a letter for which Student A supplied a vocabulary word from another category. Student A has the same opportunity to earn points by taking advantage of Student B's inability to provide a valid building for each letter. The winner is the student who has the highest score at the end of the game.

Nancy K. Stump
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CALL FOR CONTRIBUTIONS TO THE AATF COMMISSION ON HIGH SCHOOLS

The AATF Commission on High Schools will be changing focus in response to requests from the AATF membership and the new direction of the French AP Language and Culture exam. The Commission is calling for contributions to a pedagogical manual centered around the three modes of communication: (1) oral and written interpersonal communication, (2) oral and written interpretive communication, and (3) oral and written presentational communication.

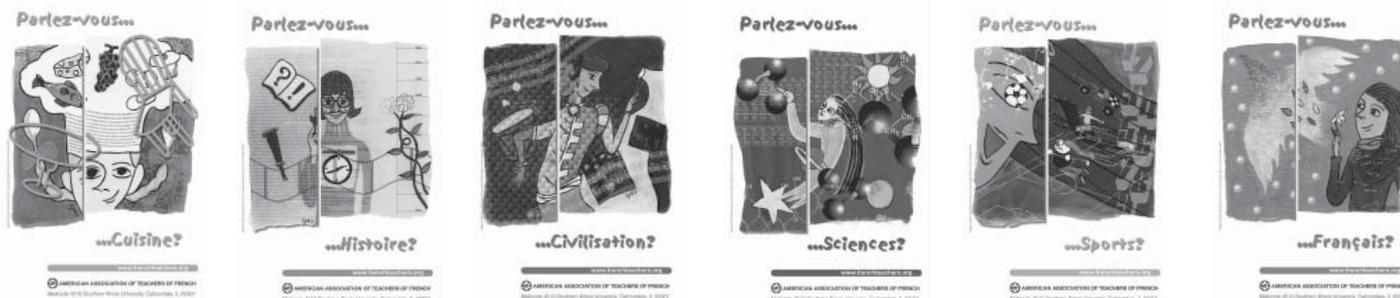
These three modes of communication appear in most state and national curriculum documents, but many teachers do not think of organizing their teaching around these communicative modes. The new French AP exam requires students to demonstrate their proficiency in each of the three communicative modes. However, development of these skills must start in level 1 and continue through all years of French study. A pedagogical manual with chapters devoted to each communicative mode would be very useful for teachers. The manual would include lesson plans at all levels related to six over arching themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics.

The pedagogical manual will be published by the AATF and will be edited by the Commission Chair Anne Jensen. Since this project is in the beginning stages, the Commission is seeking members interested in contributing to the manual and editing submitted projects. The Commission will have a meeting to discuss this project during the Chicago convention in July. Please contact Anne Jensen, High School Commission Chair, e-mail: [annejensen@att.net], for further information on this exciting project. French teachers who share with each other bring creativity and energy to our field.

Anne Jensen 
Gunn High School (CA)
[annejensen@att.net]

2012 AATF ANNUAL CONVENTION CHICAGO, JULY 5- 8, 2012

PARLEZ- VOUS... POSTER SERIES



This series of six full-color 11x17" promotional posters for French teachers is based on the themes *Parlez-vous... histoire?...cuisine?...civilisation?...sciences?...sports?* and finally *Parlez-vous...français?* They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. Includes a 123-page guide for using the posters to promote French. Thumbnail sketches of the six posters can be viewed at [www.frenchteachers.org/hq/materials/material.html]. Send this form and payment of \$25 (members)/\$40 (non-members) to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733. Prices valid through 12/31/2012.

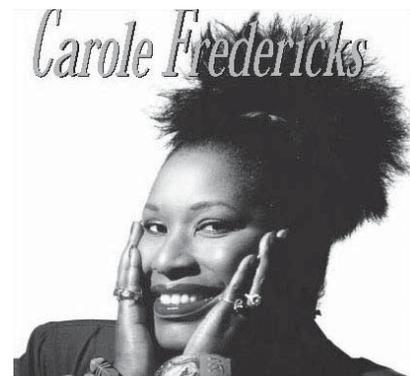
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COULEURS ET PARFUMS AND TANT QU'ELLE CHANTE, ELLE VIT *apprendre le français grâce à l'héritage de Carole Fredericks*

Tant qu'elle chante, elle vit, available on DVD, is a joint venture of the AATF and the Carole Fredericks Foundation. Based on the music of Carole Fredericks, an African-American singer who emigrated to France in 1979. There are now two levels: the Elementary edition and the new advanced Anniversary Edition.

Carole's *Couleurs et parfums* CD is now available with an accompanying Activity Book containing reproducible lyrics, activities, and lesson plans. The CD delivers a blend of rap and rhythm & blues inspired songs en français.

Send this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733.



Tant qu'elle chante, elle vit
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AMERICAN ASSOCIATION OF TEACHERS OF FRENCH 85th ANNUAL CONVENTION: CHICAGO, JULY 5- 8, 2012

Please print all information.

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

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CONVENTION REGISTRATION

The Registration Fee includes registration, refreshments at exhibit breaks, Exhibit Opening Wine and Cheese Reception, *dictée*, and a *mallette du congrès*. Early-Bird Pre-Registration will be accepted if postmarked by **June 3, 2012**. After this date, late registration will apply. Registration is also available on-line.

- Early-Bird Pre-Registration fee (if postmarked by **June 3, 2012**) \$250 _____
- Full Registration (includes Welcome Luncheon, Awards Banquet, Walking Tour) \$375 _____
- Late or on-site registration fee (after June 3, 2012) \$325 _____
- Emeritus/Life/Honorary registration (must be an Emeritus/Life/Honorary AATF member) \$125 _____
- Student registration (must be an AATF Student member) \$125 _____
- Friend/Guest of AATF member (must not be a French teacher) \$125 _____

Please provide name of friend/guest(s) _____

- 2012 Membership in AATF (required if you are not already a member for 2012) \$55 _____
- 2012 First-time AATF membership (if you have never been an AATF member) 0-included in _____
(This offer is good only on pre-registration. It will not apply on-site.) registration

SUB-TOTAL REGISTRATION FEES: _____

WORKSHOPS

Descriptions of the workshops can be found on the AATF Web site and on page 36 in this issue.

Thursday, July 5 (2-5 p.m.) (pick only one in each category)

- W101: The AP French Language and Culture Scoring Guidelines explained with Student Samples (Scheffer) \$30 _____
- W102: Les Chansons en classe (Kelting) \$30 _____
- W109: Assess For Success: A CSCTFL (Central States) Workshop (Atwood/Baron) \$30 _____

Sunday, July 8 (8:30-11:30 a.m.) (pick only one in each category)

- W402: *Dansons en français!* / Let's Dance In French! (Rudichuk) \$30 _____
- W405: The Commission On Technology Presents: Thinking About Syncing? Connecting With World Language E-Learning (Ousselin) \$30 _____
- W406: Using Works of Art in the French Classroom (Guillet/Bowen) \$30 _____

SUB-TOTAL WORKSHOP REGISTRATION _____

OPTIONAL ACTIVITIES

(Descriptions are on pages 1-2; spouses and guests are welcome to sign up for meals and activities.)

Academic Credit through Webster University for attending the convention (one-hour graduate credit, see page 35)	\$155 _____
Welcome Luncheon (Thursday, July 5, 12:00-2:00 p.m.)	\$36.50 _____
Walking Tours (5:00-6:30 pm) \$25 per person Indicate 1 or 2 (first or second choice)	
Friday, July 6 _____ Saturday, July 7 _____	\$25 _____
Soirée Restaurant, Friday, July 6 (7:00 p.m.) \$50 per person Indicate 1, 2, or 3 (first, second or third choice)	\$50 _____
Cyrano's Bistrot _____ Bistrot Margot _____	
La Sardine _____	
AATF Awards Banquet (Saturday, July 7, 7-9 p.m., Cash bar)	\$80 _____
Post-Convention Excursion: Art Institute (Sunday, July 8, 1:30 p.m.)	\$35 _____
+ Workshop W405 (Sunday, July 8) for an addition \$10	\$10 _____
Post-Convention Excursion: Cantigny (Sunday, July 8, 12:00-6:00 p.m.)	\$45 _____
Post-Convention Workshop on Quebec (Monday, July 9-Tuesday, July 10)	\$75 _____
+ one additional hour graduate credit through Webster University for post convention workshop	\$155 _____

SUB-TOTAL OPTIONAL ACTIVITIES _____

Workshops and Optional Activities may continue to be open on a space available basis after the pre-registration deadline. Reserve early to guarantee your place.

TOTAL PAYMENT DUE: _____

_____ This is my first AATF convention.

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

_____ I am a speaker.

_____ I am a participant in the Leadership Program.

PAYMENT: Payment may be made by check or credit card. Canadian and Foreign members must pay by check in U.S. dollars drawn on a U.S. bank or by credit card. Canadian members may also pay by check from a U.S. dollar account.
CREDIT CARD PAYMENT (Visa and Mastercard only): I agree to pay the total amount indicated above.

CARD NO. _____ EXP. DATE _____

SIGNATURE: _____

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

You may also register on our on-line store.

REFUND POLICY: Requests for refunds must reach National Headquarters no later than June 30, 2012. A \$50 fee will be assessed to cover administrative costs. NO refunds after June 30, 2012. Mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; FAX: (618) 453-5733.

AATF CONVENTION WORKSHOPS

The following three-hour workshops will be offered during the convention. Preregistration (see form pages 25-26) is required (\$30 per workshop).

le jeudi 5 juillet de 14h à 17h

W101: The AP French Language and Culture Scoring Guidelines explained with Student Samples

Intervenante: Deanna L. Scheffer , St. John's Country Day School (FL)

This presentation will focus on how to apply the AP French Language and Culture Scoring Guidelines for Free Response Questions to student samples from the 2012 Reading. The presenter will explain the task and the scoring guidelines. Next she will demonstrate how they were used to assess the presentational writing task. Brief overviews of student samples for the interpersonal speaking and writing tasks, as well as the presentational speaking task will also be discussed. Participants will practice applying the rubrics to some samples themselves as well.

le jeudi 5 juillet de 14h à 17h

W102: Les Chansons en classe

Intervenante: Nora K. Kelting, Newton High School (KS)

L'intervenante présentera les chansons qu'elle utilise dans ses cours, commençant avec les débutants et continuant jusqu'aux niveaux avancés. Elle montrera comment et pourquoi utiliser la musique en classe. Les participants recevront une liste de 70 chansons organisées par artiste et concept grammatical et les paroles pour une quarantaine. De plus, ils écouteront entre 10 et 25 chansons, dont la plupart sont disponibles sur Internet. L'intervenante donnera plusieurs idées pour engager les élèves à reconnaître et à produire du bon français.

le jeudi 5 juillet de 14h à 17h

W109: Assess For Success: A CSCTFL (Central States) Workshop

Intervenants: Linda C. Atwood, Crown Point High School (IN), et Ricky M. Baron, River Forest High School (IN)

Yes, you can. You can develop assessments that provide evidence of how well students can use the language and show how much students can do. You can develop a standards-based curriculum anchored on performance with both summative and formative assessments. Participants in this condensed workshop will walk away with hands-on experi-

ences and practical guidelines which will enable them to begin a transformational journey towards student-centered assessments. Please bring a USB drive or computer to upload all documents.

le dimanche 8 juillet de 8h30 à 11h30

W402: Dansons en français! / Let's Dance In French!

Intervenante: Anita Rudichuk, Tradansa (Canada)

La danse est un excellent moyen pour faire connaître la culture francophone aux élèves! Quoi de mieux que de s'appuyer sur un bagage riche de danses pour transmettre des éléments culturels de la langue française? Tradansa vous propose un atelier conçu spécialement pour les enseignants suite à l'expression de leurs grands besoins: des conseils simples et pratiques pour réussir à bien enseigner la danse à vos élèves (adaptés à leur âge et niveau de développement); une méthodologie pour favoriser une compréhension rapide d'une danse.

le dimanche 8 juillet de 8h30 à 11h30

W405: The Commission On Technology Presents: Thinking About Syncing? Connecting With World Language E-Learning

Intervenante: Catherine Anne Ousselin, Mount Vernon High School (WA)

The Commission on Technology will host a collaborative, hands-on working session to promote the exchange and development of technology-enhanced lessons and projects. An interactive discussion will encompass attitudes, experiences, and challenges in the adaptation of technology in World Language education. Participants should bring a laptop computer or iPhone/Pad/Pod or Android device.

le dimanche 8 juillet de 8h30 à 11h30

W406: Using Works of Art in the French Classroom

Intervenante: Abbe Guillet, Baker High School (NY), et Todd Bowen, New Trier High School (IL)

The presenters will explore ways of using works of art to enhance the teaching of language skills and culture in the French classroom. Examples will include impressionist works at the Chicago Art Institute. Those who also participate in the Chicago Art Institute Excursion (see page 2) can register for this workshop at a reduced rate (see pages 25-26).

AATF MEMBERSHIP DRIVE

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

How It Works

We are offering a special pay-two-get-one-free incentive to current members to recruit new members. If the current member can get two new members to join, 2012 membership will be free. The requirements are:

- the two new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- the current member's preprinted renewal invoice should, if possible, accompany the two new forms;
- if the current member has already paid 2012 dues, the free membership will be applied to the next year; no refunds will be made.

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

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

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

Note: The symbol  after a member's name in this publication means that that individual is a National Board Certified teacher. Visit [www.nbpts.org] for more information.

2012 AATF BOOK CLUB *UN PAPILLON DANS LA CITÉ* AND *UNE TEMPÊTE*

In the January issue of the *National Bulletin* members were introduced to Maryse Condé's book, *Victoire, les saveurs et les mots*. The other two authors, Gisèle Pineau and Aimé Césaire, were selected because their books can be easily taught in advanced high school or intermediate-level college courses.

Students can relate easily to the anxiety and frustration felt by the main character in Gisèle Pineau's *Un Papillon dans la cité*. Félicie receives a letter from her mother, Aurélie, inviting her to move to Paris and leave her beloved island of Guadeloupe where she lives with her grandmother. After arriving in Paris, Félicie meets her stepfather and faces the harsh reality of life in Paris for a girl from Guadeloupe. She often reminisces about her grandmother's proverbs, the flowers, and the friends she had on the island which is shaped like a butterfly. She wants to succeed in school but encounters many difficulties as she tries to navigate the French educational system. She had dreamed of a beautiful house, a loving teacher, and friendly neighbors but instead she finds a run-down HLM, uncaring teachers, and a hostile community. Félicie learns from her new world, survives, and makes friends. Her experiences with racism, culture shock, and questions about her own identity are provocative but relevant to young people searching for their own identities.

The search for identity is also an important theme in Aimé Césaire's, *Une Tempête*. Based on Shakespeare's *The Tempest*, an island again plays an important role in the lives of the main characters. Contrary to *Un Papillon dans la cité*, all the action of *Une tempête* takes place on an island where the main character, Prospero, has been exiled. Prospero believes he is inherently superior to the inhabitants of the island, but as the play progresses, he must confront his powerful black slave, Caliban, who refuses to submit to the colonizer. Complicated issues of race evolve in the play between the spirit Ariel, a mulatto, and Caliban. Prospero views the island as a utopia to be exploited, whereas Caliban reveres the island as the sacred ground of his ancestors. As the play develops, students are challenged to delve into the complicated relationship between master and slave.

Condé, Pineau, and Césaire use powerful imagery to convey the themes of

colonization, racial identity, and island isolation in the three works that have been selected for the Book Club. We invite you to join us in Chicago to discuss the books and think about using them in your classes with your students.

Anne Jensen ✿
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What's New in the French Review?

Vol. 85, No. 6 (May 2012)

Articles include the titles below and more:

- "Literary Women, Reason, and the Fiction of Enlightenment" (Bostic)
 - "Decoding *The Maiden of Tonnerre*: Translating Gender from the Eighteenth Century" (Champagne)
 - "Michel Foucault's Defamiliarizing View of the Enlightenment" (Racevskis)
 - "Peering into the Mosque: Enlightenment Views of Islam" (Fatih)
 - "Blueprint of Technical Professions: Changing Conceptions of Work and Education in Eighteenth-Century France" (Erickson)
 - "Le théâtre n'existe pas, ou comment réconcilier le passé, le présent et l'avenir de la Révolution française sur scène?" (Delahaye)
 - "L'abbé Gouttes et le curé du *Couvent ou les vœux forcés* d'Olympe de Gouges (1790)" (Viguié)
 - "Male Models: *Galanterie* and *Libertinage* in La Fayette and Laclos" (Ganim)
 - "Exit Voltaire, Enter Marivaux: Abdellatif Kechiche on the Legacy of the Enlightenment" (Shea)
- as well as the many fine review.

FRENCH LANGUAGE ADVOCACY WIKI

How do I ...

- Recruit more students?
- Be more visible?
- Cultivate allies?
- Formulate cogent argument for studying French?
- Engage others to advocate for my program?

For ideas and ready-made documents, click on [Frenchadvocacy.wikispaces.com].

SPECIAL NOTICE

The AATF does not endorse any commercial products or services. We work with many companies which produce or distribute pedagogical or promotional materials or services. These companies advertise in our publications, exhibit at our convention, and support the work of the AATF. You will find their names in the advertising pages of the *French Review*, on our Exhibitor Web page, in the convention program, and at our annual convention. We encourage you to look to these companies who support our work when you need materials or services they provide. However, we do not have the resources to evaluate any of the products offered by these or other companies, and we make no endorsements.

Some pedagogical products are reviewed in the *French Review*. However, it is the buyer's responsibility to evaluate the quality and reliability of any products or services they use. Anyone who states or implies that the AATF has endorsed their product or service is misusing our name, and we would like to know.

NEW ON THE AATF ON-LINE STORE

We are looking for brief ready-to-use teaching units (12-20 pages) for inclusion on the AATF Store. Submissions will be reviewed by a committee of teachers for accuracy, usefulness, and pedagogical soundness before being accepted for on-line publication.

Units will be posted in downloadable pdf format and can be duplicated for use in the classroom by AATF members. Costs will range from \$5-\$10, depending on length.

To contribute a unit, e-mail the text as one file in either Word or pdf format to [abrate@siu.edu]. Be sure and indicate the targeted level in terms of French and age.

The first such document is now available. Entitled "Exercices pour accompagner *Le Ballon rouge*, le livre par Albert Lamorisse," was contributed by Jacqueline Thomas, Texas A&M University-Kingsville, former AATF Region VII Representative. To obtain a copy, go to the AATF Web site at [www.frenchteachers.org].

VISIT THE JNCL WEB SITE
www.languagepolicy.org

JUMP-START YOUR FRENCH PROGRAM AND MAKE IT VIBRANT AND VIABLE WITH RELEVANT AND FUN ACTIVITIES FOR THE CLASSROOM OR FRENCH CLUB

If French programs are going to grow, or even hold their own, I believe it is of utmost importance to make French relevant and fun for students, both in and outside the classroom. For this reason, it is very beneficial to have an active French Club at your school. The more fun and relevant activities you do in and outside of class, the more other students want to get involved, sign up, and become a part of it all. Below is a list of activities you can organize, some in class, others not. Most of these I have done myself during my teaching career of thirty-seven years (I retired last June!). A few I have heard about or had thought about but never actually got around to doing, and I thought of several more as I was making this list. Many of these you probably already do or have done, but if there is an idea here that will help you advance your program or convert an “undecided” student to French, *fantastique!* Also, maybe something I wrote here will trigger your creativity and help you come up with a great idea of your own. I hope so!

Here are a number of possible activities. Some lend themselves well to a classroom setting, and others would be excellent French Club activities. Many would work for either. I tried to divide them into categories, but they all fall into the category of promotion, because fun, relevant, worthwhile activities attract attention and attract students. Always keep in mind that “Visibility creates visibility!” *Les voilà...*

APPRECIATE *la bonne cuisine française!* Provide lots of occasions for students to eat. Food ALWAYS gets rave reviews, and everyone wants to participate in an eating opportunity!

1. Organize pot-lucks and picnics. This can be during school lunchtime or not. Our French Club always had a pot-luck for Mardi Gras and National French Week plus a French Club kick-off pot-luck picnic during the weekend at a local park in September.
2. Have a *crêpe* day. This might be good for *La Chandeleur* (February 2).
3. Have a *Gâteau des Rois* on or near January 6. You can always get student volunteers to make one for each of your classes. (Recipes are easy to find on-line.) Or serve it at the French Club meeting. Be sure to have a crown on hand.
4. Have a King’s cake for Mardi Gras, or make *beignets*. Again, get students

to bake a cake for each class. Or bring in the baby fryer, and go for hot *beignets*.

5. Have a *Bûche de Noël* in December.
6. Organize a progressive dinner. Have *hors-d’oeuvre* and/or soup at one house, the main course at another, then salad, cheese, and/or dessert at another. (Going to five different houses might be a bit much.)
7. Organize a French dinner and invite students’ families, members of the community, staff members at your school, other French teachers, and students. This is a great fundraising and awareness-raising opportunity.
8. Have a cheese-tasting evening (*La Soirée des fromages* or “Cheese Eve”) for parents and the community.
9. Go to a French restaurant. This is an excellent French Club outing if you have a French restaurant nearby. (Try to get them to give you a deal.)
10. Invite a chef to come do a French cooking demonstration, and then enjoy eating the result.
11. Organize an International Dinner. Invite all the language clubs (plus ESL) to participate, and have everyone bring any international dish.

CELEBRATE! *Faites la fête / fêtez la fête.* Get lots of mileage out of *les fêtes françaises!*

12. Celebrate Saint Nicholas Day on December 6. I used to draw a fireplace on poster board and set it up in the hall (with a few actual logs in front of it), have students come out and put one shoe in front of the “fire,” go back to class and do the usual stuff. Beforehand, I would have arranged for a teacher with a planning period during that class to put candy I had bought in each shoe, and then we’d all come back out at the end of class to retrieve shoes and, *quelle surprise*, candy!
13. Make valentines for Valentine’s Day. You can do this in class or possibly as a French Club fundraiser. (For the fundraiser, club members made valentines with messages in French, and we sold and delivered them to the designated recipient.)
14. Celebrate Mardi Gras. Have cake, *beignets*, make masks, play games, play Cajun music, dance, have a pot-luck at lunch. There are numerous possibilities for this holiday!
15. Do something to celebrate Halloween or *la Toussaint*. We always

played Halloween Bingo with appropriate vocabulary: *le chat noir, une sorcière, un fantôme, le 31 octobre, les bonbons*, etc.

16. *La Fête du Travail*, May 1. Draw / cut out *un brin de muguet des bois*. Students can wear it for the day as a symbol of *bonheur* (and *français!*). Hopefully, it’ll bring good luck on AP exams!
17. *Poisson d’avril!* Have students cut out *un poisson* and stick it on someone’s back on April first. Provide tape. Have a good laugh!
18. Celebrate Canadian Thanksgiving (second Monday in October) in some way. Eat something à la *québécoise* (*tarte au sirop d’érable* and *tourtière* are good possibilities—you can find recipes on-line) and talk about the history of this holiday.
19. November 11, *le Jour de l’Armistice*. Maybe have a dynamic history teacher come talk about France’s role in WWI, either in class or at the French Club meeting.
20. *La Fête de la Musique* (June 21). Sing French songs, listen to French music. Obviously, you’ll have to celebrate it in advance.
21. Do something for students’ birthdays. We always sang “*Joyeux anniversaire*” for each student on his/her birthday (and sang for all the summer birthdays at the end of the year).
22. *La Fête de la Sainte Catherine* (November 25). Make some *tire à la melle*, *style québécois*, or get a student to prepare it and bring it in.
23. Celebrate *la Fête de la Communauté française de Belgique* (September 25). Make waffles or eat chocolate (more eating!), listen to Jacques Brel, or read a *bande dessinée* such as Tintin.
24. Choose another Francophone country and find an important holiday, and celebrate that country on that day. For example, Senegal’s Independence Day is April 4; so do something *sénégalais* that day. Suggestions for this include food (maybe *poulet yassa* and *flan à la papaye*), music (*tam-tam*), and *mancala* (a board game).
25. May 8, *Fête de la Victoire*. Again, have a dynamic history teacher come talk about France’s role in WWII.
26. *La Fête des Mères et des Pères*. You might make cards for parents or an important adult.
27. Saints’ Days. You can always find rea-

son to celebrate something. Check the *calendrier des saints* on-line [www.lecalendrier.fr].

28. Make an Advent calendar and reveal a new message each day.
29. Do a "Secret Snowman" gift exchange in December (like Secret Santa).

STIMULATE interest through visibility and advertising! Get noticed!

30. Design a French Club tee-shirt. Some years we had a tee-shirt design contest, and some years our French Club executive committee came up with the design. Have a wear-your-French-Club-tee-shirt day.
 31. Make French pins or stickers. Last year some students printed out bunches of stickers that had a French flag on them and said "*Je suis membre du Club de Français!*"
 32. Go to elementary schools and middle schools and talk about the French program. Some well-executed skits and a bit of humor are
38. Suggest that the orchestra / band teacher conduct a work by a French composer at the next concert.
 39. Suggest that the theater teacher put on a play by a French author. Study this work / parts of this work in class and encourage your students to go see the play. Have your students help advertise the play. A couple plays the theater department put on at our school (in English, of course) were *La Puce à l'oreille* (Feydeau) and *Rhinocéros* (Ionesco).
 40. Get with an English teacher and create a vocabulary list based on French words used in English or French-based words. I don't mean only obvious French words like *coup d'état* or *faux pas*, but other words like mollify (*mou, molle*), lugubrious (*lugubre*), ebullient (*bulle, ébullition*).
 41. Meet with the art teacher and do something relating to French art / artists. Have an "Art Night." (Last year I combined Art Night and

information-seeking (*quelles sont les couleurs du drapeau du Togo, combien de championnats de tennis avons-nous?*), and some would necessitate actually finding something (*une fleur blanche, la signature de l'entraîneur de basket*).

COMMUNICATE with the community! Get out into the community and promote, promote, promote.

47. Organize a French Fest / Language Day. Wake County in North Carolina has one of these annually which takes place at NC State University.
48. Organize a poetry declamation for middle school or elementary school students. We have had one of these in Chapel Hill for many years. It's an excellent way to get elementary, middle, and high school students (and teachers) to work together, to connect, and to have a great time.
49. Organize French Club events and activities with clubs from other nearby schools.

The more fun and relevant activities you do in and outside of class, the more other students want to get involved, sign up, and become a part of it all.

always welcome additions to your presentation.

33. Write simple books in French and go to elementary schools to read them to the students there.
34. Have "dress-up" days (a good activity for National French Week). You can dress up in the colors of the French flag or that of another Francophone country, a famous French/Francophone person, a character in a French story or novel, someone from a French painting, a word... There are endless possibilities.
35. Use National French Week as an "excuse" to advertise big-time. Do announcements in French, have contests, dress up, wear tee-shirts, eat, etc. We always had a "speak-French-all-day day" during which students wore little signs that said "*Je ne parle que français aujourd'hui.*" Obviously, if they had a big presentation in history class, they'd have to do it in English!

COLLABORATE!

36. Take advantage of personnel and programs at a college or university nearby. Make contact with those involved and come up with a plan.
37. Talk to the chorus teacher and suggest that chorus students sing something in French at the next concert. Offer to send strong French students

Cheese Eve (*La Soirée des fromages et des artistes*) during which we featured artists and cheeses associated with various regions of France with students to explain the artist or cheese they had studied to our guests (including the Principal, the Superintendent, and several School Board members). For example, from Normandy we featured *camembert* and *Monet*. It was a great success.

ACTIVATE! Get outside and get active.

42. Organize a French field day or a language field day or Olympics. We did this several years (in May when the weather is nice and AP exams are over) during the school day.
43. Get French Club members to go to school games and sports events and cheer in French. Wear French Club tee-shirts, of course.
44. Organize kickball or some other type of game with another language club. We always had a hard-fought but friendly and fun kickball game with the Latin Club.
45. Dance! Organize an international dance, and dance to music sung in various languages. Invite other language clubs to help you organize it, and then invite everyone to come. *Plus on est de fous, plus on rit!*
46. Have a scavenger hunt inside and/or outside the school. Part of it can be

50. Organize students who like to sing, have them learn a song (or more than one), and perform somewhere. Our French singing group has performed for the Black History Month Unity Dinner several times. We've also done a holiday program at Barnes and Noble a number of times.
51. Put on a short French play and invite everyone who understands French (or not) to come see it. For example, we have done an abbreviated version of *Le Petit Prince* for French classes and other spectators.
52. Do fundraising in the community. We made and sold *crêpes* at Chapel Hill-Carrboro's Walk for Education. In December we always participated in the holiday Barnes and Noble Gift-Wrap one day. (Again, wear French Club shirts for these events! Visibility = Viability.)

MOTIVATE! Get on the move and go somewhere!

53. Organize trips to France, Canada, etc. Try to find funding / scholarship money so disadvantaged students will be able to go. Your parent-teacher organization or "Donors Choose" [www.donorschoose.org] might be a place to start.
54. Organize an exchange with a school in France. Check the AATF Web site for schools that might be interested.

55. Go to a local coffee shop and hold a *Café-Conversation*. Sip tea or coffee and speak French in an informal setting.
56. Go to a French movie.
57. Show a French movie at a French Club member's home on an evening or weekend.
58. Visit a museum and see whatever French art is on display, or perhaps go see a special exhibition by a French artist. Get a French-speaking docent if possible.
59. Have a beach weekend. Rent a beach house and spend the weekend speaking French, cooking French food, and soaking up the sun.

RELATE! Put students in contact with "real" French speakers whenever possible. Create relationships.

60. Hunt down some French teenagers to come speak to your club or class.
61. Host French students.
62. Invite guest speakers from French-speaking countries to come do presentations for your club or class.
63. Find French or Francophone pen pals.

DEDICATE AND DONATE! Dedicate time and energy to a worthy cause. This definitely creates a great deal of enthusiasm.

64. Sponsor a child from a Francophone country. At East we sponsored a child from Haiti from the time she was four until she was over eighteen. Most of our fundraising went to this.
65. Raise money to help out in case of disaster. Our French Club raised \$1000 which we donated to *Médecins Sans Frontières* for Haitian relief after the earthquake in 2010. We did this with a giant two-day bake sale, believe it or not, because everyone was moved and motivated by the cause, and we organized it immediately after the earthquake. Lots of students baked, and lots and lots of students, teachers, and staff members bought. Many made additional contributions.
66. Raise money to donate to a worthy cause. At one point we donated to UNICEF and asked that the money go to help children in a Francophone African country.
67. Tutor. French Club or French Honor Society members can tutor French students at your school, or another school, such as a nearby middle school which offers French.

ORCHESTRATE AND FACILITATE!

Organize and facilitate fun-filled French-related activities.

68. Have a "Game Day." Play board

games, card games, or any other game in French. Do this in class, at lunch, after school, or as a French Club function.

69. Sing, smile, and speak in French. Always be on the look-out for additional opportunities to make French fun and relevant to students!
70. Secret weapon: *Les Heures supplémentaires*. I required that students complete a few *heures supplémentaires* each quarter. (You could do it by the month also, but I do suggest that you not assign too many. You want it to be doable and for them to welcome this opportunity, not to dread it.) This assignment could be fulfilled by watching a French movie, getting together with friends and speaking French, looking through a French magazine, listening to French music or French radio, just about anything French-related that involved listening, speaking, reading, or writing (the activities had to be varied). All they had to do was complete the activities and time requirement, fill out the form I provided, write a short evaluation of the activities they chose, and turn it in on or before the due date. They got all the points automatically if they did that. (My motto: "Do what I say, you'll get an A.") This worked *à merveille!* The students loved it (free points for doing fun stuff, they thought). Plus, it encouraged them to go to *Café-Conversation*, to go to the French Club movie, to attend the French Club activity and speak French, or even to speak French with their classmates (who needed to complete their *heures supplémentaires* assignment) during another class. (I smile at that thought!)

If you have questions or would like me to elaborate on any of these activities, please don't hesitate to contact me. AND, if you do try any of them, I would love to hear how it goes. *BONNE CHANCE!* I'm looking forward to hearing from you.

Kathleen Rhodes
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(retired)
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Note: Article reprinted from the French Language Advocacy Wiki: [https://frenchadvocacy.wikispaces.com/].

Editor's note: Next year Kathleen Rhodes will be contributing a series of articles to explain in more detail some of the activities she has listed above.

ON- LINE METHODS COURSE FOR ELEMENTARY SCHOOL WORLD LANGUAGES

A new on-line course for pre-service and in-service elementary school world language teachers will be offered in fall 2012 and spring 2013 by Iowa State University (ISU). Marcia H. Rosenbusch, Ph.D., who is the ISU instructor for the course, has invited a team of 14 leading national experts in elementary school world language education to collaborate by teaching course components in their areas of expertise.

The 14 collaborators, who include both practicing teachers and teacher educators, represent both the commonly and less commonly taught languages. They are Terry Caccavale (MA), Carol Ann Dahlberg (MN), Tammy Dann (IA), Janet Glass (NJ), Jessica Haxhi (CT), Cindy Kendall (MI), Lori Langer de Ramirez (NY), Mary Lynn Redmond (NC), Nancy Rhodes (DC), Paul Sandrock (WI), Lynn Thompson (DC), Jacque Bott Van Houten (KY), Rosanne Zeppieri (NJ), and Yan Wang (KY).

This course is designed for both pre-service teachers and practicing teachers who have studied a world language extensively. Three undergraduate or graduate credits are available. This course meets partial requirements for the Iowa Endorsement in K-8 World Language Education. Please check with your State Department of Education to see if this course meets requirements for endorsement or certification in your state.

To view the course website visit [www.lasonline.iastate.edu/wlc486]. For more information contact Dr. Marcia H. Rosenbusch: e-mail: [mrosenbu@iastate.edu]; phone: 515-294-6454.

AATF COMMISSION ON UNIVERSITIES SURVEY

The Commission seeks to learn about the status and directions of French programs nationally in order to serve French faculty, students, and programs better. Please take this important survey that will provide our profession valuable data to promote our educational mission. We will begin tabulating the replies on **May 1, 2012**.

You can fill out the survey on-line: [https://docs.google.com/spreadsheet/viewform?formkey=dHlyeldjdwkwaS1DNVVMRVNQAe5iWEE6MQ]. There is also a direct link from the AATF homepage at [www.frenchteachers.org].

THE WORLD SPEAKS FRENCH FLYERS & POSTERS

Professionally-designed, four-color flyers highlight why French is still the language to study. Copies of promotional postcards to be sent to local administrators will be sent free of charge with all orders.

- _____ 50 copies of The World Speaks French flyer @ \$25
- _____ 100 copies of The World Speaks French flyer @ \$40
- _____ 1 copy of The World Speaks French poster @ \$4 each
- _____ 10 copies for \$20
- _____ 3-inch World Speaks French stickers @ 50 cents each
- _____ 25 pencils for \$6.25
- _____ World Speaks French pocket folders @ \$2 each
- _____ 25 copies for \$50
- _____ 50 pencils for \$12.50
- _____ 5 copies for \$10
- _____ 50 copies for \$75
- _____ 100 pencils for \$25
- _____ Check here if you would like 10 administrator postcards at no additional cost
- _____ Check here if you would like 25 administrator postcards at no additional cost
- _____ World Speaks French Promotional Kit (includes 100 flyers, 50 postcards, 50 pencils, 5 posters, 10 pocket folders, and 10 stickers) @ \$75

Name _____

Address _____

Tel: _____ E-mail: _____

Send this form and payment to AATF/FLI, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information up on the Web site at [www.frenchteachers.org/shf]. You will see the link to information about starting a chapter, including the form, a sample constitution, suggestions for initiation ceremonies and the form to report new student initiates and information on ordering supplies. Charters and materials can now be ordered through our on-line store. We hope this will facilitate your communication with the Executive Secretary Jessica Nelson who can be reached at AATF *Société Honoraire de Français*, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733; e-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

NOW AVAILABLE ON-LINE PAYMENT

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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 with a written request to the National Office or send an e-mail to [aatf@frenchteachers.org].

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; often-times 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 President

AATF members can obtain an official AATF membership card by sending a SASE to: AATF Membership Card, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Chapters can order cards in bulk for distribution to their members.



American Association
of Teachers of French
Année _____

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le _____ pour servir
et valoir ce que de droit.

La Secrétaire générale

TEACHING AND LEARNING IN A 1:1 LAPTOP ENVIRONMENT¹

Then and Now

I rarely admit that I started teaching French when the typewriter and mimeograph machine provided the “technology” for planning lessons and disseminating notes and handouts. I spent hours making posters and flashcards; I recorded songs, drills, and comprehensions to use in the language lab; and I amassed all kinds of materials with the goal of providing an outpost of France in a generic classroom somewhere in the world. Over the years, frequently updated tools in the form of computers, CDs, podcasts, and active board technology replaced my early collections to provide my students with authentic experiences of Francophone life and language. When almost two years ago our school announced it was initiating a 1:1 laptop program to best equip students for learning in the 21st century, excitement at the possibilities

How does the laptop program influence the way I teach?

Content: The textbook is only one resource—and not always necessary. A greater reliance on technology allows me to choose, control, and create content to meet my students’ needs.

Choose: The Web puts a plethora of instructional materials at the hands of the language teacher, and careful selection is key to effective teaching. A look at the end goal, the AP French Language and Culture course, with its emphasis on communicative skills in the six principal thematic areas, requires that pre-AP skills must be incorporated, even for novice learners, if they are to move confidently through more challenging levels of language acquisition. With this in mind, I revised or redesigned existing materials into

progressed. To create a seamless flow from one source to another in my daily lessons, I used Keynote or flip charts for the active board with imbedded links to sites and presentations. Having all the material in one place was important for my organization, but it also made the material accessible to students for study or review once I posted it to the wiki.

Create: Many programs on the Mac make the creation of videos and podcasts very easy; if I was going to encourage my students to be “doers and creators,”³ I had to be a role model. I made podcasts to deliver instruction on the go for today’s busy students who use commute time for learning and review. During snow days last year, I created and posted short videos on vocabulary and grammar points.

Middle school students are discriminating refiners and candid critics of my methods and readily inform me of their likes and dislikes, but more pragmatically, of what works and doesn’t work for them in the learning process.

was countered by concerns that laptops could distract students and hinder learning. Given this latest challenge with its opposing perspectives, two related questions formed in my mind as I anticipated the arrival of my students eager to use this latest tool in their overstuffed backpacks: (1) How will the laptop program influence or change how I teach? and (2) How will the laptop program influence or change how my students learn?

To maintain balance in this move to integrate technology in a purposeful manner, I focused on the three pillars of curriculum: content (what students learn/goals), process (how my students achieve and are equipped to achieve the goals), and product (the demonstration of learning).² I determined that my goal over the first year of the program would be to explore ways to teach more effectively while providing greater flexibility for my middle school French I students (the unwitting guinea pigs) to learn in the required skill areas. In teacher-speak, the over arching goal was, through trial and error, to seek out and implement best practices for my students and me. Armed with input from my students, I embarked on the second year with clearer strategies and sense of purpose.

thematic units; in other cases, I created units independent of the textbook. Following the *National Standards for Foreign Language Learning*, I designed presentational, interpersonal, and interpretive goals for these units with lessons and assessments to enable my students to achieve the goals and performance tasks. With new units, I compiled vocabulary lists and presentations to teach and review grammar; I sorted through myriad bookmarked sites to select and assign specific tasks for practice or vocabulary study, videos and excerpts for reading and listening comprehension, and sites that provided cultural links or authentic readings pertaining to the themes. Discussions and collaboration with colleagues who taught at different levels were invaluable in this process.

Control: Having designed the unit, I needed to provide my students with easy access to all materials and presentations for assignments and assessment preparation. For this purpose, I created a wiki with pages for each unit to furnish links to the sites, activities, and presentations, and I built and edited these as the year

After preparing a Keynote presentation, I often recorded and shared it as a QuickTime video for students to access outside of class.

How does the program influence how my students learn?

I. The process—the link between content and product

While “le wiki” for our class has become the repository of all instructional and ancillary materials with lessons, links, podcasts, videos, and music links, it has allowed some subsequent changes in the learning process:

- Differentiation and personalized instruction are possible: students who need more time to master the material are able to access it on the wiki in their own time. More advanced students find other activities or WebQuests⁴ to practice and expand their skills and cultural knowledge. For students who forget how to do things by the time they arrive home, they can review the details of the lesson to apply it correctly for homework.
- Students collaborate and assist in peer to-peer learning: they create and share verb tables, vocabulary lists, and flashcards to assist in the learning

process.

- Review and assessment preparation: students can work individually or in small study groups during which time I circulate to provide mini-lessons and answer questions.
- Easy access: even when absent, most students complete the work by visiting the wiki and accessing assignments.
- Re-ordering of activities: it is beneficial to ask students to prepare for class by listening to or reading the comprehension material, viewing a video, or brainstorming on vocabulary for a writing activity. They can do this several times if necessary so that class time can be used for interaction and language practice, or for written expression when I can help and provide immediate feedback.
- Personal language lab: students have access to skill building and pronunciation activities that they can practice for homework or according to individual needs.

The transparency of access to course materials gives students greater control over their learning and brings cohesiveness to the course work. Students have progressively become more proficient at accessing helpful materials independently and consulting the dictionary [WordReference.com]. I have also been impressed that students have used their editing rights responsibly to add music and useful learning games that they have experimented with and found useful.

How does the program influence how my students learn?

II. The Product

The ways in which my students demonstrate their language acquisition has probably been the most rewarding part of the process both for them and for me. The good news—and bad news—for my students is that homework is no longer just homework! It has not been eliminated, but it is now tied to a skill area. Many students enjoy learning grammar and vocabulary with the interactive flashcard program “quizlet” [quizlet.com], but their mastery is measured in how they use them within the modes of communication: interpersonal, interpretive, and presentational.

Presentational and interpersonal speaking: The Rich Interactive Activities⁵ developed by the Center for Language Education and Research (CLEAR) at Michigan State University

provide the perfect practice and assessment tools for these skill areas. Students use the Audio-Dropboxes and Conversation activities to make recordings and respond to various prompts and questions. These can reflect the TAG questions that appear on YouTube of the nature “Qu’est-ce que tu as dans ton sac à dos/casier/ta chambre?” to grammar based “Qu’est-ce que tu as fait hier soir?” It is gratifying to see students gain confidence and develop the ability to provide more detail as the year progresses. For in class interpersonal presentations, students use PowerPoint or Keynote that they record and share as QuickTime movies. These can be presented before the whole class or in small groups and subsequently posted to our student work page on the wiki.

For presentational writing, there are many choices: students produce e-mails, posters, brochures, journals, and Glogs to chronicle their progress and provide evidence of their expanding language acquisition. By the end of the year, students have created an electronic portfolio containing written and audio presentations on the Level I theme “Ma Vie” under the headings: *ma famille; mes amis et moi; ma journée scolaire; ma maison, mon voisinage et ma ville; mes loisirs; les fêtes et les vacances*. The portfolio reflects proficiency goals and provides a foundation to build on at more advanced levels.

While the methodology of teaching language continues to evolve, my primary goal and role of teaching students to be prepared, linguistically and culturally, for the day they visit France has not changed. Language acquisition and practice are still the daily norm in my classroom. However, the laptop program provides access to more strategies to equip my students and to engage them with 21st century skills that support their learning. Increasingly, the reality is that my teaching and my students’ learning intersect and complement each other daily both in and out of the classroom. As I evaluate their progress, I must constantly re-evaluate my teaching methods and choice of materials in light of the unit targets and goals.

Middle school students are discriminating refiners and candid critics of my methods and readily inform me of their likes and dislikes, but more pragmatically, of what works and doesn’t work for them in the learning process. Their anecdotal

evidence tells me they enjoy the variety of ways to learn and the authenticity the experience brings to their language study, but ultimately, it is the quality and proficiency of their performance that determines the success of the program in our French class.

Jill Moore
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[jmoore@flinthill.org]

Selected References

- ¹ World Languages 21st-Century Skills Map [www.WP21.org]
- ² Carol Ann Tomlinson [www.caroltomlinson.com]
- ³ World Languages 21st-Century Skills Map [www.WP21.org] (page 4)
- ⁴ WebQuests [webquest.org]
- ⁵ Rich Internet Applications for Language Learning [clear.msu.edu/teaching/online/ria]

SHARE YOUR SUCCESS STORY VIA THE FRENCH ADVOCACY WIKI

The AATF French Language Advocacy Wiki Team is collecting stories from members about successful initiatives to recruit students or to maintain programs and degrees with a French major. By offering our collective experiences as examples, we can nurture other French programs and support our colleagues. French faculty at all levels, K–12 and higher education, are asking for suggestions to increase enrollment in their French programs and for advice on how the French major can best be marketed to administration. We will share ideas by posting these strategies and activities on the French Language Advocacy Wiki: [frenchadvocacy.wikispaces.com].

Here are some questions to consider: What has benefited your program? Have you done outreach programs to other schools, to the local community, or to Francophone communities? Have your students engaged in service projects? Have you developed internships or virtual and physical exchange programs for students? Have you modified your curriculum or degree requirements? Have you collaborated with colleagues in other disciplines? How have you maintained visibility in your institution or community?

Please take a moment to send Margot Steinhart an e-mail about your successful initiatives. (Identify your institution, town and state, please). Your idea could also save a French program!

Margot M. Steinhart
[m-steinhart@northwestern.edu]

ACADEMIC CREDIT FOR THE 2012 CONVENTION IN CHICAGO

The AATF is pleased to be able to offer 2012 Chicago Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in St. Louis. The cost for one hour of graduate credit is \$155. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must preregister so that paperwork can be completed and staff can get an idea of the number of people interested.

PRELIMINARY SYLLABUS

College Graduate Credit (one credit hour)

- Participants should plan to register for and attend the entire conference beginning Thursday, July 5 and concluding on Sunday, July 8.
- Participants must log a minimum of 15 hours of attendance at sessions. During the convention:
- Participants will attend the opening plenary session on Thursday, July 5.
- 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
 - French heritage in North America
 - Literature and Teaching Literature
 - Language Learning
 - Teaching Techniques
 - Language Policy and Promotion

After the convention:

- Each participant will present a written summary of the conference which includes the following: (1) A summary and critique of each session attended; (2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work; and (3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by September 15, 2012.

If you are interested in receiving one hour of graduate credit, please register using the registration form on pages 25-26. You will receive official registration materials from Webster University. The instructor of record for this course will be Brian Kennelly formerly of Webster University [bkennell@calpoly.edu].

NEWS FROM THE EXECUTIVE COUNCIL

This year there have been several changes to the AATF Executive Council. We would like to take this opportunity to welcome four new members.

On January 1, 2012 **Sister Mary Helen Kashuba** (PA) returned to the Executive Council as President-Elect (2012) after having served as Vice-President as well two terms previously as well as Regional Representative. She will assume the Presidency of the AATF on January 1, 2013.

Jane Romer (NC) joined the Executive Council as a new Vice-President for a three-year term (2012-2014). Jane is also a trustee of the AATF Endowment Fund.

Joyce Beckwith (MA) was re-elected to a second three-year term as Region I (New England) Representative. Two new Regional Representatives also began their duties on January 1, 2012. **Eileen Walvoord** (IL), represents Region VII (East Central) which includes Illinois, Wisconsin, Missouri, Minnesota, and Iowa chapters. **Marie-Magdeleine Chirol**, Whittier College (CA), is Region VIII (Southwest) Representative for the California, Arizona, New Mexico, Utah, Hawaii, and Nevada chapters. We welcome all of these dedicated members to the AATF Executive

ÊTES- VOUS UN PROF ACCOMPLI?

Prove it. Seek National Board Certification. Nationwide, the numbers of educators seeking certification is growing each year. Yet despite incentives in many states, the number of candidates interested in pursuing certification in French is disturbingly low.

National Board Certification in Spanish and French has been available for five years. The number of candidates directly impacts whether or not NBPTS is able to offer registration to teachers for that certificate. So just do it! Don't put it off any longer. We have worked hard as a group to make French an academic and popular subject of study. Let's use National Board Certification to show ourselves to be a group interested in professional development as well. For information, visit the NBPTS Web site at [www.nbpts.org].

Deanna Scheffer 
[deannascheffer@gmail.com]

BOURSE À GAGNER ÉTÉ 2012

L'Université du Québec à Montréal (UQAM) offre une bourse d'étude pour participer à son Stage de perfectionnement destiné aux enseignants du français langue étrangère. Ce stage de trois semaines s'adresse à des enseignants non francophones exerçant tant au niveau secondaire qu'au niveau collégial/universitaire.

Le stage se déroulera à l'UQAM (Montréal, Canada) du lundi 23 juillet au vendredi 10 août 2012.

Valeur totale de la bourse: 1,685\$ (CAD). Ceci inclut les frais d'inscription, la totalité de la formation et des activités culturelles intégrées (71 heures), les assurances. NB: les frais d'hébergement ne sont pas compris (voir site Web ci-dessous pour hébergement).

Descriptif détaillé du stage: [www.langues.immersion.uqam.ca/stage/presentation_generale.php].

Pour participer, envoyez par courriel au responsable du stage [buisson.eric@uqam.ca] les éléments suivants: (1) votre nom et prénom; (2) nom de l'établissement où vous enseignez le FLE (+ site Web); (3) niveau(x) enseigné(s). Mentionnez «BOURSE AATF-UQAM» dans la section «Objet» de votre courriel.

Un tirage au sort sera effectué le jeudi 24 mai 2012 à midi.

Date limite de participation : le mercredi **23 mai 2012** à minuit.

La personne gagnante sera contactée par courriel dès le vendredi 25 mai 2012.

FIND IT ON- LINE

Here are some useful links to frequently requested items:

- AATF Convention Information [www.frenchteachers.org/convention]
- Chapter News & Officers [www.frenchteachers.org/chapterofficers.htm]
- Commission Reports [www.frenchteachers.org/hq/commissions.html]
- French Cultural Service Offices [www.frenchculture.org]
- Quebec Délégations [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]
- If you can't find what you want on the AATF Web site, click on Headquarters.

Pre-convention workshops on Thursday, November 15, 2012



ACTFL
ANNUAL CONVENTION
& WORLD LANGUAGES EXPO

PHILADELPHIA 2012
PENNSYLVANIA CONVENTION CENTER
NOVEMBER 16-18

MANY LANGUAGES: *One United Voice*

REGISTRATION AND HOUSING WILL OPEN IN THE SPRING OF 2012.

ACTFL 2012 Co-Sponsors:

American Association of Teachers of German (AATG)

American Association of Teachers of Italian (AATI)

American Association of Teachers of Japanese (AATJ)

Chinese Language Association of Secondary-Elementary Schools (CLASS)

Chinese Language Teachers Association (CLTA)

National Association of District Supervisors of Foreign Languages (NADSFL)

National Council of State Supervisors for Languages (NCSSFL)

National Network for Early Language Learning (NNELL)

Pennsylvania State Modern Language Association (PSMLA)

Visit www.actfl.org for all Convention information and program updates.



**SAVE
THE
DATE**

CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future supports initiatives which promote French studies. For the past several years, the Fund for the Future has been used to support National French Week. To this end the Executive Council established the following categories and benefits for Fund for the Future Benefactors:

PLATINUM LEVEL BENEFACTOR:

Awarded to any member who shows that they have named the AATF as a beneficiary in their will for no less than \$10,000; will receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

GOLD LEVEL BENEFACTOR: Awarded to any member who shows that they have named the AATF as a beneficiary in their will for no less than \$5000; will receive a framed certificate, life membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

SILVER LEVEL BENEFACTOR: Awarded to any member who contributes at least \$2500 in a given year to the AATF; will receive a framed certificate, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

BRONZE LEVEL BENEFACTOR: Awarded to any member who contributes at least \$1000 in a given year to the AATF; will receive a framed certificate, be placed on the Web site Honor Roll of donors.

Members will also be recognized each November in the *National Bulletin* as a Sponsor (\$500-\$999), Patron (\$100-\$499), Sustaining Member (\$50-\$99). However, we welcome contributions in any amount. We are nearly 10,000 members strong, and if every member donated only \$1, we would have \$10,000 to devote to scholarships and the development of promotional materials and activities. Please consider making a donation to the AATF Fund for the Future as you return your dues invoice this fall. Contributions are tax deductible.

Saviez- vous...

Recommandations du Bureau de la Traduction du Gouvernement du Canada pour quelques termes à la mode.

Termes français

gazouillis (n.m.)

gazouiller (v.)

gazouilleur (n.m.)

gazouilleuse (n.f.)

gazouillis partagé (n.m.)

partager un gazouillis (v.)

Termes anglais

tweet (n.)

tweet (v.)

tweeter (n.)

twitterer (n.)

retweet (n.)

retweet (v.)

Définitions

Message d'un maximum de 140 caractères diffusé sur l'application Twitter

Diffuser un message, nommé gazouillis, sur l'application Twitter.

Détenteur d'un compte Twitter qui lit et diffuse des gazouillis. Gazouillis qu'un utilisateur a fait suivre à ses abonnés pour propager sur Twitter des nouvelles ou des trouvailles utiles. Faire suivre à ses abonnés sur Twitter un gazouillis diffusé par un autre utilisateur.

[<http://www.btb.gc.ca>]

**SEE YOU IN
CHICAGO!**

July 5-8, 2012

Prices include first class postage. Payment or purchase order must accompany orders. Pictures of most items are available at: [www.frenchteachers.org]. Please allow 2-3 weeks for delivery. The first price listed is the member price; the non-member price is in parentheses.

PROMOTION OF FRENCH (MEDIA)

Forward with FLES* 11-min. DVD encourages French FLES* programs with comments from experts, administrators, and teachers.

Open Your World With French/Le Français m'ouvre le monde 10-min. DVD encourages students to study French.

Forward with French 10-min. DVD has interviews with business people in NY state who use French in their work.

Note: Videos are \$15 (\$18). All three of the previous videos on one DVD for \$45.

PROMOTIONAL FLYERS (sample copy available on request)

All flyers 100 copies / \$12; 50 copies / \$6 (20 cents each for quantities larger than 250 or for nonmembers)

- **Help Wanted: Encourage Students to Learn French**
- **Ten Reasons to Learn French**
- **Speaking French: an investment in the future**
- **Why French FLES*?**
- **French by the Numbers**
- **French is Not a "Foreign" Language**
- **Why Learn French?**

AATF PROMOTIONAL ITEMS

AATF Glass Dishes: rectangular candy dishes (4x4x2") with AATF logo on cover. \$12 each (\$15)

AATF Notepads: *Le français en Amérique du Nord* (1/2 sheet, 50 sheets per pad): \$2 each (\$2.50)

AATF Bic Clic Pens: AATF and Forward with French on black and red pen. 6 for \$3.50; 10 for \$6 (10 for \$8)

Forward with French bumper stickers. 50 cents each or 10 for \$4 (10 for \$6)

AATF Ball-Point Pens: AATF engraved in gold on blue marbled pen. \$8 each (discounts for quantities)

TEACHING MEDIA

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

La France divisée, 36-min. documentary exploring two sides of France during WWII, collaboration and resistance. Study guide. DVD: \$25 (\$35); study guide \$5 (\$6) posters + guide (\$40)

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

Reflets français, 58-min. video featuring the songs of Éric Vincent and the sights of Paris. Includes study guide. \$20 (\$30)

MEDALS AND AWARDS

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

AATF medallions, 1½-in. blue, gold, and white *cloisonné* enamel; reverse side plain. Please specify design. French hexagon, with "American Association of Teachers of French" around perimeter. \$6 each or 3 for \$15 (\$7.50 each or 3 for \$20)

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

OTHER MATERIALS

Vive le français! Activities for the French Classroom, 75+ activities for students at all levels (122 pp.) \$20 (\$30)

Guide des Fables de La Fontaine to accompany 2010 National French Week posters. Activities at a variety of levels for using the Fables illustrated on the poster in the classroom (106 pp.) \$20 (\$30)

National French Week Posters, extra copies available while supplies last. \$2 each or 10 for \$15.

Cuisiner et apprendre le français, 34 classic French recipes with activities and reading texts (178 pp.). \$25 (\$40)

Making Global Connections Using French Language and Culture, learning scenarios developed by the Commission on Student Standards (187 pp.). \$25 (\$40)

La Vie des Mots, collection of columns from the French Review with "Mots chassés" activities from the *National Bulletin*. \$15 each or \$12 each for more than 5 copies (\$18 each)

Un Calendrier perpétuel. Rev. (2006). Highlights events and people from the Francophone world. Web sites, bibliography, complete index, glossary, and brief Teacher's Guide (104 pp.). \$15 (\$18)

Parlez-vous...? posters. Series of 6 11x17" color posters promoting French on the theme *Parlez-vous...?* Includes study guide (123 pp.). \$25 for set of 6 posters + guide (\$40)

Color Notecards: 12 notecards with envelopes featuring 6 different color designs from winners of the FLES* Poster Contest; blank inside. \$12 (\$16)

Color Postcards: Sets of 10 postcards on 6 different themes: (1) Paris, (2) Provence, (3) French Cathedrals, (4) French Châteaux, (5) Quebec, and (6) Martinique. Twelve-page teacher's guide included with each set. Specify which set(s). Each set \$8 or all 6 sets for \$45 (\$10 each or all for \$55). Extra card sets \$2.50 each.

T-SHIRTS

La Fontaine T-Shirt, T-shirt based on "Les Fables de la Fontaine." "Le Lièvre et la tortue" now available. \$18 for S, M, L and XL; \$19 for XXL

Le Français m'ouvre le monde T-shirt, navy with world map highlighting where French is an official language, areas listed in French on the back. Specify size. \$18 for M, L and XL; \$19 for XXL

Laissez les bons temps rouler T-shirt: blue with white imprint. Specify size. \$18 for M, L and XL; \$19 for XXL

National French Week T-shirt: blue with NFW logo. Specify size. \$13 for M, L and XL; \$14 for XXL

Vues sur le monde francophone: cinéma et société, blue with white text. Specify size. \$10 each or 3 for \$20. (While supplies last)

WORLD SPEAKS FRENCH MATERIALS

See On-Line Store for ordering.

AATF FLES* COMMISSION REPORTS

Vers les étoiles avec le français ('11) \$10

FLES* Works: A World of French ('09) \$10

New Trends in FLES* ('07) \$10

Variety is the Spice of FLES* ('05) \$9

Promoting FLES* Programs ('04) \$9

French FLES* Around the World ('00) \$9

The FLES* Image: A Picture is Worth a Thousand Words! ('98) \$9

Attracting French FLES* Students ('96) \$9

Other titles: **Reaching All FLES* Students** ('95) \$9

FLES* Methodology I ('94) \$9

Expanding FLES* Horizons ('93) \$9

Evaluating FLES* Programs ('92) \$9

Implementing FLES* Programs ('91) \$8

Innovations in FLES* Programs ('90) \$8

Special offer: Any 5 FLES* Reports for \$40. Complete set of 12 Reports for \$75.

Send your check or school purchase order to: AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; [aatf@frenchteachers.org]. Prices valid through 5/31/12.

CALENDAR OF EVENTS

ADFL SUMMER SEMINAR WEST, June 7-10, 2012, Eugene, OR. Information: David Goldberg, Associate Director, ADFL, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 576-5134; e-mail: [dgoldberg@mla.org]; Web: [www.adfl.org].

JOINT ADE-ADFL SUMMER SEMINAR EAST, June 18-21, 2012, Nashville, TN. Information: David Goldberg, Associate Director, ADFL, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 576-5134; e-mail: [dgoldberg@mla.org]; Web: [www.adfl.org].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, Chicago, IL, July 5-8, 2012. Information: Jayne Abrate, Executive Director, AATF Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; phone: (618) 453-5731; fax: (618) 453-5733; Web: [www.frenchteachers.org]; e-mail: [aatf@frenchteachers.org].

WEST VIRGINIA UNIVERSITY COLLOQUIUM ON LITERATURE AND FILM, September 13-15, 2012, Morgantown, WV. Information: Department of World Languages, Literatures and Linguistics, WVU, Morgantown, WV 26506-6298; phone: (304) 293-5121; fax: (304) 293-7655; e-mail: [wvucoll@mail.wvu.edu]; Web: [www.worldlang.wvu.edu/home/colloquium].

LEARNER LANGUAGE, LEARNER CORPORATION, October 5-6, 2012, Oulu, Finland. Information: Pirkko Muikku-Werner, School of Humanities (Joensuu), University of Eastern Finland. E-mail: [pirkko.muikku-werner@uef.fi].

CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION (CARLA) FOURTH INTERNATIONAL IMMERSION CONFERENCE, October 18-20, 2012, St. Paul, MN. Information: Karin Larson, CARLA, 140 University International Center, 331 17th Avenue SE, Minneapolis, MN 55414; E-mail: [larso205@umn.edu]; Web: [www.carla.umn.edu].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), November 16-18, 2012, Philadelphia, PA. Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; Web: [www.actfl.org]; e-mail: [headquarters@actfl.org].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL), November 16-18, 2012, Philadelphia, PA. Information: NNELL, P.O. Box 7266, B 201 Tribble Hall,

Wake Forest University, Winston-Salem, NC 27109; Web: [www.nnell.org]; e-mail: [nnell@wfu.edu].

AFRICAN STUDIES ASSOCIATION (ASA), November 29-December 2, 2012, Philadelphia, PA. Information: ASA, Rutgers University, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854; phone: (732) 445-8173; fax: (732) 445-1366; e-mail: [annualmeeting@africanstudies.org]; Web: [www.africanstudies.org].

LINGUISTIC SOCIETY OF AMERICA (LSA), January 3-6, 2013, Boston, MA. Information: LSA 1325 18th Street, NW, #211, Washington, DC 20036-6501; phone: (202) 835-1714; fax: (202) 835-1717; Web: [www.lsadc.org].

MODERN LANGUAGE ASSOCIATION (MLA) January 3-6, 2013, Boston, MA. Information: MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 576-5000; fax: (646) 458-0030; Web: [www.mla.org].

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS (AAAL), March 17-20, 2013, Dallas, TX. Information: AAAL, 2100 Roswell Road, Suite 200C PMB 214, Marietta, GA 30062; Phone: (678) 229-2892; Fax: (678) 560-9112; e-mail: [info@aaal.org]; Web: [www.aaal.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) INTERNATIONAL, March 20-23, 2013, Dallas, TX. Information: TESOL, 1925 Ballenger Avenue, Suite 550, Alexandria, VA 22314; Phone: (703) 836-0774; Fax: (703) 836-7864; e-mail: [info@tesol.org]; Web: [www.tesol.org].

8TH ANNUAL SYMPOSIUM ON BILINGUALISM, June 18-21, 2013, Singapore. Information: Web: [linguistics.hss.ntu.edu.sg/ISB9/main.html].

LINGUISTIC SOCIETY OF AMERICA 2013 INSTITUTE, June 22-July 20, 2013, Ann Arbor, MI. Information: e-mail: [lsa2013@umich.edu]; Web: [www.umich.edu/~aalsa/lsa2013/Home.html].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, Providence, RI, July 11-14, 2013. Information: Jayne Abrate, Executive Director, AATF Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; phone: (618) 453-5731; fax: (618) 453-5733; Web: [www.frenchteachers.org]; e-mail: [aatf@frenchteachers.org].

AFRICAN STUDIES ASSOCIATION (ASA), November 21-24, 2013, Baltimore, MD. Information: ASA, Rutgers University,

54 Joyce Kilmer Avenue, Piscataway, NJ 08854; phone: (732) 445-8173; fax: (732) 445-1366; Fax: (732) 445-1366; e-mail: [annualmeeting@africanstudies.org]; Web: [www.africanstudies.org].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), Nov. 22-24, 2013, Orlando, FL. Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; e-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL), November 22-24, 2013, Orlando, FL. Information: NNELL, P.O. Box 7266, B 201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; e-mail: [nnell@wfu.edu]; Web: [www.nnell.org].

PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars (see page 00). Each year's calendar will have a different theme, and we are looking for contributions of photographs for future years. Upcoming themes may include, monuments, nature, iconic images, Paris, castles, Quebec, Francophone Africa, the Caribbean. Submit photographs or questions to Jayne Abrate at [abrate@siu.edu].

CONTACT YOUR FRENCH GOVERNMENT REPRESENTATIVE

If you are looking for support or information from the Cultural Service of the French Embassy regarding any of their programs, you can go to their Web site to find the most current information for each of the consulates, including 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]; click on "About Us," then "Regional Offices."

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REMINDER: IMPORTANT DEADLINES AND DATES

- April 30 Deadline for responses to AATF Commission on Universities Survey (page 31)
- May 23 Deadline for applications for *Université de Montréal* Summer Scholarship (page 35)
- June 3 Deadline for reserving a hotel room for the Chicago convention at the convention rate (page 1)
Deadline for pre-registration for the Chicago convention (pages 25-26)
- July 5-8 AATF Annual Convention in Chicago (pages 1-2)
- August 1 Deadline for submissions to special issue of the *French Review* (page 17)
Deadline for submissions to the September *National Bulletin*
- Nov. 8-14 National French Week
- November 15 Deadline for National French Week Contests (see page 15)

SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the *Société Honoraire de Français* offers several benefits to a secondary French program. It provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a blue/white/red cord (or white cord) at graduation, and the right to wear the official emblem/pin of the honor society. The chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events. Information is available from Jessica Nelson, Executive Secretary SHF, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733; E-mail: [shf@frenchteachers.org]. or from the AATF Web site at [www.frenchteachers.org/shf].

CELEBRATE NATIONAL FRENCH WEEK

NOVEMBER 8- 14, 2012

