

NATIONAL BULLETIN

Volume 38, No. 3 January 2013



share your activities with me and with National Headquarters. I already receive news from a few of you. I hope that the others will consider sending me your newsletters and bulletins. Just put me on your mailing list: [kashubam@chc.edu]. I will also send a message to your chapter for inclusion in your publications. If I can attend any of your meetings, I will be glad to do so, time and distance permitting! I am a full-time teacher and department chair, but I will do my best to visit as many of you as possible. If you are attending the regional language meetings, I will join our devoted Executive Director, Jayne Abrate, at the AATF booth as much as possible. Please stop by and introduce yourself.

All FLES, middle school, and high school teachers, this is special time of the year for you. The *Grand Concours de l'AATF* is about to begin for 2013. As a

MESSAGE FROM THE PRESIDENT

Meilleurs vœux à tous nos membres et à tous nos amis! Je vous souhaite une très bonne et heureuse année 2013. It gives me great pleasure to greet everyone at the beginning of a New Year as I begin my tenure as President of the American Association of Teachers of French. I follow in the footsteps of great leaders, and I trust that with your help I will continue to promote French, to serve our members, and to represent our interests to the broader community.

If you are reading this message, you must be a member of the AATF. I would ask you to make a New Year's resolution: invite one non-member teacher of French to read this *Bulletin*

and to join the Association. Just think! We could double our numbers in weeks! The AATF has consistently been a powerful force in the professional world and beyond. With language education threatened from many sides, membership in our association is critical. It is a question of solidarity. Individually, we can do little, but as a united force, we can strengthen the position of languages, and especially of French.

As I begin my presidency, I would like first of all to meet as many of our members as possible. I invite all Chapter Presidents, Secretaries, and Newsletter Editors to

Index

Call for Nominations.....	4
Call for Commission Chairs	4
AATF Executive Council.....	7
Jensen Scholarship for Study Abroad...	9
AATF Commissions.....	10
AATF Excellence in French Awards.....	14
AATF Summer Scholarships.....	15
AATF Small Grants	16
Excellence in Teaching Awards.....	17
FLES* Poster Contest.....	18
<i>Salut les jeunes!</i>	19
Amusez-vous en fêtant Mardi Gras.....	21
2012 Future Leaders Report	24
Stéréotypes culturels	24
AATF Convention in Providence	27
Machine Translation	29
Outstanding Senior Awards	31-32
AATF Materials Center.....	34
Invite an <i>Assistant</i> to Your Class.....	35

long-time National French Contest Chapter Administrator, I appreciate the importance of it for teachers and students alike. Don't hesitate because you think your students are not likely to win. In the *Grand Concours*, as our late Director Sid Teitelbaum frequently repeated, every child is a winner. Our students have put forth the effort to measure their accomplishments with national norms. It is only by participating regularly that they will become "official" winners. They will experience real-life French as they prepare for the Contest. As a result of their participation, they will achieve greater advantages in the world of work and scholarship. We are close to the 100,000 mark, which we have reached in the past. We can get there again, and surpass it. Once again, these numbers are important for our students and for our solidarity as French teachers. If you need any information, Lisa Narug [legrandconcours@sbcglobal.net], our tireless National Contest Director, will help you within minutes!

There are many opportunities to make French visible in our schools. One of these happens at our awards ceremo-

11-14, 2013. Providence is easily accessible by train, plane, and car. The New England area provides ample tourist and travel opportunities before and after the meeting. The local committee will assist you in finding these spots. They have already planned many activities for us. The French connection in Providence, by the way, goes back to the Revolutionary War, and since then numerous French and French-Canadian settlements have dotted Providence and the surrounding area.

The theme of our 2013 Convention is "Le Français: langue du 21^e siècle." You can participate in making this theme come alive as you network with other teachers. You will learn how and why French remains among the most important languages of communication in today's world, and you can use this information to promote the study of French. Explore French for business, for international relations, for young children, for science and technology. Our members will present numerous sessions related to this theme and will also take us back to the great history and literature

This is a joint effort! I invite all new and future members to participate in bringing French and the AATF into new prominence in the twenty-first century.

nies, on all levels. The AATF provides numerous ways to honor our successful students. Highlight the National French Contest winners. Enroll your students in the *Société Honoraire de Français*. Nominate your best graduating senior for the Outstanding Senior in French Award. If you have more than one, you can request supplementary Excellence in French awards. Our colleagues in other fields must see the commendable performance of our students in French. Students must learn that one can excel in French and find a meaningful career using the knowledge of this important language.

As teachers, we all need professional development. One of the major benefits of membership in a professional association is networking. If you live in an isolated area, you might begin on the AATF Facebook and Twitter pages. You can continue with your local chapter meetings where you will meet colleagues and share with them. You can come to the regional conferences, where you will join with all languages and find many sessions in French. You can even offer to present one! Finally, you can come to the National Convention. This year we will meet in Providence, Rhode Island, at the Marriott Downtown, from July

of France and the Francophone world. The meeting ends on July 14, a date of great significance to teachers of French. Come, listen, and learn, and celebrate *la Fête nationale* in the French tradition!

We need to hear your success stories on "Le Français: Langue du 21^e siècle." What has happened in your school, or your classroom, that emphasizes this? Has your National French Week celebration opened the eyes of your colleagues in other fields? Has it encouraged more students to take French? If so, share it with others. The *National Bulletin* depends on your contributions. If you have a more elaborate project or you have researched areas in French and Francophone literature or culture, consider submitting your results to the *French Review*. If we want the world to know the importance of French, we must make every effort to publicize it. Success stories speak the loudest.

After you have made the New Year's resolution to invite one other non-member French teacher to join the AATF, make another to engage in one additional French activity yourself. It would be extra special if you involved your students in this activity. It can be small: enrolling a few more students in the *Grand Concours*,

AATF NATIONAL BULLETIN

Volume 38 Number 3 (January 2013)

Editor: Jane Black Goepper, Cincinnati, Ohio

Reading Committee: Therese C. Clarke, Dept. of Modern and Classical Languages, Buffalo State University, NY; S. Pascale Dewey, Kutztown University, PA; Gisèle Lorient-Raymer, Northern Kentucky University, Highland Heights, KY; Elizabeth Miller, Crystal Springs Uplands School, CA; Samia I. Spencer, Auburn University, AL.

The *AATF National Bulletin* (ISSN 0883-6795) has its editorial offices at 2700 Ashland Avenue at Victory Parkway, Unit 22, Cincinnati, Ohio 45206; e-mail: [nbeditor@frenchteachers.org]. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the *AATF National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, the *French Review*. Subscription to the *AATF National Bulletin* requires membership in the organization. Periodicals postage paid at the Carbondale, IL Post Office. Office of Publication: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

All items published in the *National Bulletin* are the property of the American Association of Teachers of French. They may be copied for classroom or workshop use only if the source and date of publication are indicated on the copies.

Postmaster: Send address changes to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

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.

or more elaborate: attending the AATF Convention in Providence. The important point remains involvement and visibility. In addition, you will make a great contribution to the future of French.

In conclusion, I would like to thank especially my immediate predecessor, Ann Sunderland, for initiating me into this office and for the wonderful example she provided for me. I must also thank the other Presidents with whom I worked and from whom I learned so much: Sterling Haig, Rebecca Valette, Albert Valdman, Gladys Lipton, Margot Steinhart, Jean-Pierre Piriou, and Marie-Christine Koop. If I retain just a little from each of you, we will help French to grow and prosper, and our members will be proud of the Association to which they belong. This is a joint effort! I invite all new and future members to participate in bringing French and the AATF into new prominence in the twenty-first century. *Encore une fois, bonne année à tout le monde!*



Mary Helen Kashuba, SSJ
President, AATF
[kashubam@chc.edu]

AATF SEEKING NOMINATIONS FOR VICE-PRESIDENT

The Nominating Committee is asking all AATF members to submit nominations for the position of AATF Vice-President for the term 2014-2016. According to the constitution, the duties of AATF Vice-Presidents are as follow: "The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council." Further explanations have been developed as follow:

To serve and assist at the discretion of the President: by attending executive council meetings; by attending the full annual conference of the AATF; through excellent communication skills; through designated areas of focus germane to the concerns of the AATF;

To support and promote the mission of the AATF; see mission statement at [www.frenchteachers.org/hq/aatfmiss.htm].

To facilitate program development by supporting permanent concerns of the AATF: promotion and advocacy; recruitment; leadership development.

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

To initiate one or more special projects based on the individual's area of interest and expertise as it meets with the AATF's mission and focus.

To submit an annual written progress report to the President.

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

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

Keeping these terms and qualifications in mind, we ask that all of you consider possible candidates for this position. In addition, we ask chapter presidents and other colleagues to submit nominations. The term of office will begin on January 1, 2014 and run for three years, renewable for another three years.

The committee will present a slate of two candidates and an alternate for this position to the Executive Council for its consideration at the Annual Meeting in Providence in July.

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send their CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, March 1, 2013. The CV should stress the work of the person with AATF as well as other language related organizations. It shall be limited to no more than five (5) pages in length.

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

Send your nominations and address any questions to Fred Toner [toner@ohio.edu] no later than **March 1, 2013**.

NOMINATIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region III (Mid-Atlantic—DE, MD, PA, VA), Region V (East Central—IN, KY, MI, OH, TN, WV), and Region VII (South Central—AR, KS, LA, NE, OK, TX) for a three-year term, 2014-2016

Nominees must be members in good standing of the AATF and reside within the region that will be electing a representative.

Nominations may come from members or from chapters, including those outside the nominee's own chapter. The AATF Constitution states that a Regional Representative cannot be succeeded by someone from the same chapter. Therefore this year, nominees, other than incumbents, from the Susquehanna, Ohio, Houston Chapters, are ineligible. There are incumbents eligible for a second term in all three regions.

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee, Catherine Daniélou at [danielou@uab.edu] by **March 1, 2013**. The committee will contact nominees to submit their curriculum vitae and a personal statement.

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]

ASFAP 2013 SCHOLARSHIP

The American Society of the French Academic Palms (ASFAP) is pleased to announce that it will be awarding two \$3000 scholarships for 2013 for summer study in a Francophone country. Candidates must be either in their junior or senior year in high school or at the university level. Besides the application form, candidates must write an essay in French about the summer program they have chosen and include two recommendations, one from an ASFAP member. AATF members are encouraged to nominate an outstanding student. Application forms can be found on-line at the ASFAP Web site: [www.frenchacademicpalms.org]. The deadline for applications is **January 20, 2013**. For further information contact Joyce Beckwith, Chair of the ASFAP Scholarship Committee: [mmejoyB@aol.com].

IT'S DELICIOUS!

Visit the AATF Delicious bookmark site at [Delicious.com/aatfrench]. The site contains 120+ links for French teachers and learners. The links are categorized by themes, including technology, lesson ideas, Francophone culture, and professional issues.

F

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

R

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

E

ntertain with student or guest performances or films.

N

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

C

elebrate the French-speaking heritage both within the U.S. and around the world.

H

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

CALL FOR AATF COMMISSION PROPOSALS

The AATF solicits proposals from members interested in serving, for a term 2013-2015, as a Commission Chair. Following extensive study, numerous changes are being instituted in the structure and function of the Commissions.

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

Commission Chairs must also agree to (1) maintain AATF membership; (2) prepare a report for the *National Bulletin* (at least one per three-year term); (3) make every effort to attend the AATF convention and organize a Commission session or designate a commission member to do so; (4) propose/present at least one commission-related session at another conference; (5) include in commission activities a component to recruit new AATF members; and (6) prepare an annual report to be submitted to the Executive Council prior to the convention. Commissions which are up for renewal for the term 2013-2015, along with their objectives, are:

Colleges and Universities: to propose products, materials, or services that provide direct benefit to college and university teachers of French.

Commissions which will be up for new terms 2014-2016 will be

Advocacy: to support programs in jeopardy and to develop advocacy for members.

Promotion: to develop promotional strategies and materials for French that can be used in the school and community.

Technology: to support the use of new technologies in the French classroom with materials and workshops and to develop AATF social media.

Proposals should be e-mailed to AATF Past-President Ann Sunderland [mme-sunderland@frenchteachers.org] by **February 15, 2013**. Contact her also to discuss ideas for projects.

ADVOCACY FOR FRENCH PROGRAMS

The advocacy site created by Robert "Tennessee Bob" Peckham provides 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 them 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]
- 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.shtml]
- West Virginia Needs French [www.utm.edu/staff/globeg/frenchwv.html]

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.

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

J'aimerais souhaiter à toutes et à tous un heureux et prospère 2013.

Si vous n'avez pas encore renouvelé votre adhésion à l'AATF pour 2013, je vous encourage à le faire aussi rapidement que possible. Si vous voulez participer au Grand Concours, à la Société Honoraire de Français ou au congrès de Providence, il est important de vous occuper de votre cotisation à l'avance. Plus les membres renouvellent tôt, plus nous économisons des frais de poste, et vous n'encourez pas le risque de manquer des annonces pertinentes. Nous vous remercions de votre fidélité.

Pourquoi devenir membre de l'AATF

Les avantages de l'adhésion à une association professionnelle varient d'une personne à l'autre. Il suffit de parler aux membres qui assistent à un congrès de l'AATF et deviennent par la suite des habitués, aux professeurs qui inscrivent leurs élèves au Grand Concours et à la Société Honoraire de Français et qui créent une tradition d'excellence dans leur école ou aux professeurs d'université qui soumettent un article ou un compte-rendu à la *French Review* et qui se retrouvent plus tard comme évaluateur ou même rédacteur de la revue. Il est étonnant de voir dans la liste des boursiers, des récipiendaires des *Small Grants*, des lauréats de nos différents prix ceux qui profitent de cette expérience pour servir l'association comme responsable au niveau du chapitre ou au niveau national.

Recrutement

La force de notre association vient de nos effectifs. Il est important que tous les professeurs de français aux USA, quel que soit le niveau, soient membres de l'AATF. De cette façon, nous pouvons mieux cerner la situation de l'enseignement du français, mieux défendre les programmes en difficulté et encore plus significatif, éviter les crises en soutenant les efforts de promotion dans les établissements. Les effets de la situation économique se font toujours sentir. Ceux qui s'intéressent à ce que le français reste parmi les langues offertes dans les écoles et universités américaines devraient se joindre à nous afin de soutenir nos efforts pour sauvegarder des programmes menacés de disparition. Il faut rester vigilants. Il faut promouvoir l'importance du français en dehors de nos murs, et il faut mettre en évidence les accomplissements des élèves. Il est plus difficile de

suggérer la coupure d'un programme qui brille par des activités, des prix, des projets innovateurs, des échanges, etc. La meilleure défense pour un programme est une offensive planifiée et soutenue pour mettre en évidence la valeur de l'enseignement du français. Ne restez pas dans un coin en espérant que tout ira bien.

Aidez-nous à contacter tous les professeurs de français à tous les niveaux. Envoyez-nous les noms de membres potentiels. Même si vous ne savez ni le nom ni l'adresse, vous pouvez nous dire qu'il y a un professeur de français dans tel ou tel lycée ou université, et nous ferons les recherches nécessaires. Vous pouvez nous les envoyer directement à [recruit@frenchteachers.org].

Si vous assistez à un congrès, pensez à repérer les noms d'intervenants qui parlent du français. Nous les contacterons. Si vous organisez un événement dans votre chapitre, pensez à comment vous pouvez le transformer en activité de recrutement. Si vous connaissez des étudiants qui se préparent à une carrière d'enseignant ou des stagiaires, invitez-les à faire partie de notre réseau.

Advocacy

Si vous vous sentez nerveux quant au soutien de vos administrateurs, familiarisez-vous avec les documents suivants sur notre site Web à [www.frenchteachers.org]:

- *Advocacy Depot*: vous y trouverez des liens utiles vers des ressources pour la défense du français, des sites consacrés à plusieurs états avec des données historiques et économiques ainsi que des stratégies d'utilisation;
- *Advocacy Wiki*: vous y découvrirez des échantillons de documents, des lettres-types, des articles sur la difficulté relative de différentes langues étrangères, des données culturelles et économiques sur l'importance du français; des témoignages d'anciens élèves; des stratégies qui marchent;
- Archives du *National Bulletin*: il y a des articles sur la promotion du français, des activités grandes et petites pour mettre en valeur le travail des élèves et des idées pour la célébration de la Semaine du Français mais qui pourraient servir tout le long de l'année;
- *Joint National Committee for Languages/National Council for Languages and International Studies (JNCL/NCLIS)*: L'AATF est membre fondateur de cette fédération qui regroupe plus de

60 associations consacrées à l'enseignement des langues. Le site [www.languagepolicy.org] affichent des conseils pour monter des campagnes de défense, pour convaincre des décideurs et pour contacter les élus.

Nouveaux moyens de communication

De plus en plus, nous faisons appel aux nouveaux moyens de communication pour atteindre et aider les professeurs de français par tous les moyens. En plus du site Web où vous trouverez maintes ressources promotionnelles et pédagogiques, vous pouvez régler votre cotisation, passer des commandes pour la Société Honoraire de Français, obtenir des documents publiés par l'AATF, vous inscrire au congrès et nommer un/e élève pour un *Outstanding Senior in French Award* ou pour l'*Excellence in French Award* par le biais de notre magasin en ligne [https://store.frenchteachers.org].

L'AATF a une présence *Facebook* et *Twitter* [AATFrench] depuis trois ans maintenant. Vous pouvez poser des questions aux collègues, afficher des annonces des activités de vos élèves, voir des offres d'emploi et plus. La Société Honoraire de Français a sa propre page Facebook [SHF.AATF]. Le Grand Concours a aussi une page Facebook [National-French-Contest], ainsi que plusieurs de nos chapitres.

La Commission sur la Technologie produit maintenant un blog [http://aatftech.blogspot.com] où l'on propose des astuces pour l'emploi des nouvelles technologies dans la salle de classe. Nous continuons à afficher sur la chaîne YouTube des clips vidéos [www.youtube.com/user/aatfrench].

Nous nous servons de plus en plus du mél pour les communications avec nos membres. Vous recevrez des offres intéressantes, un rappel des dates limites et des renseignements utiles.

Congrès régionaux

Si vous assistez au congrès de SCOLT, au *Northeast Conference* ou au *Central States Conference*, venez visiter le stand de l'AATF dans le salon des expositions et pensez à participer aux sessions et ateliers organisés par l'AATF. N'oubliez surtout pas le congrès de l'AATF du 11 au 14 juillet à Providence. Profitez d'un congrès entièrement dévoué au français et amenez votre famille pour visiter la belle ville de Providence.

Jayne Abrate
Executive Director
[abrate@siu.edu]

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. 34). All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *French by the Numbers*
- 100 copies of the flyer *10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*
 - _____ 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. 34 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 5/31/13.

Name: _____

Address: _____

City, State, Zip: _____

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

2013 AATF EXECUTIVE COUNCIL

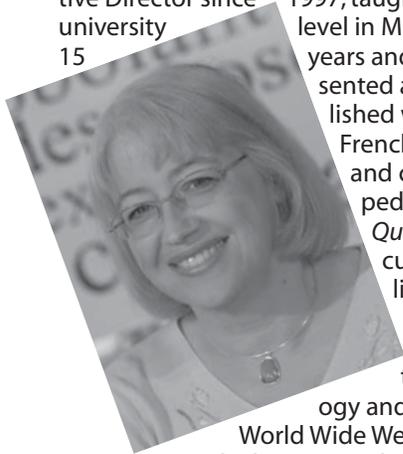
President **Mary Helen Kashuba SSJ** (DML, Middlebury) French and nut



is Professor of Russian at Chest-Hill College, PA. She has served as AATF Vice-President and Regional Representative and has been the local

French Contest Administrator since 1978. In addition, she was a member of the Board of Directors of ACTFL, Northeast Conference, and PSMLA. She received the Lindback, Ludwig, and PSMLA Awards for excellent teaching. She has published several articles and presents frequently at foreign language conferences. She is an *Officier dans l'Ordre des Palmes académiques*. E-mail: [kashubam@chc.edu]

Jayne Abrate (Ph.D. Purdue), Executive Director since 1997, taught at the university 15



years and has presented and published widely on French culture and cultural pedagogy, *Québécois* culture and literature, and the use of technology and the

World Wide Web in the French classroom. She is an *Officier dans l'Ordre des Palmes académiques* and a *Chevalier dans l'Ordre des Arts et des Lettres*, and the 2006 recipient of the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture. E-mail: [abrate@siu.edu]

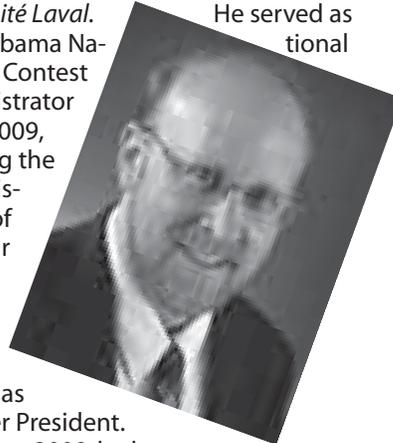
Past-President (M.A.)



Ann Sunderland University of California, Santa Barbara) taught at Truman High School (MO) for 30 years. She has served as President of the For-

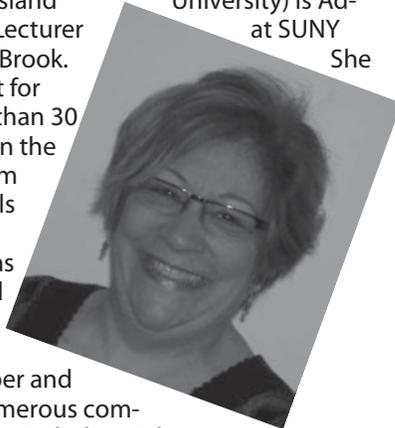
eign Language Association of Missouri and as AATF Regional Representative and Vice-President. She is also Advertising Manager for the *French Review*. Ann is especially interested in *la Francophonie*. She is a *Chevalier dans l'Ordre des Palmes académiques*. Email: [mmesunderland@french teachers.org]

Vice-President **Steve Daniell** (Ph.D. Illinois) spent a year as an *assistant d'anglais* as well as a summer at *Université Laval*. He served as the Alabama Na-French Contest Administrator 1997-2009, winning the Administrator of the Year Award (2002) and also served as Chapter President.



In August 2009, he became Dean of the School of Arts and Letters at Texas Wesleyan University. E-mail: [sdaniell@txwes.edu]

Vice-President **Madeline Turan** (M.A. Long Island University) is Adjunct Lecturer at SUNY



Stony Brook. She taught for more than 30 years in the Sachem Schools (NY). She has served as a board member and on numerous committees, including Advocacy, for the New York State Association of Foreign Language Teachers. She is a frequent presenter on the use of song in the classroom. E-mail: [chezmadeline@optonline.net]

Vice-President **Jane Romer** (Ph.D., University of North Carolina at Chapel Hill) began her teaching career



at the junior high school level in Jacksonville, FL; she retired from Elon University (NC), where she taught for twenty-four years. Between 1996 and 2002, she served as Secretary, Vice-President, and President of the North Carolina AATF Chapter. From 2001-2010 she served as the chapter's National French Contest Administrator. She has made presentations on French cinema, literature, and various aspects of teaching French. E-mail: [romerj@elon.edu]

The Editor in Chief of the *French Review* **Edward Ousselin** (Ph.D., Ohio State University) taught French at the *Institut de Touraine* (Tours). He now teaches French film and culture at Western Washington University. A frequent contributor to the *French Review*, he served as Review Editor for Creative Works. He is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [edward.ousselin@wwu.edu]



Michel Gueldry (Ph.D., Université de Toulouse), Managing Editor of the *French Review*, is Professor of French and European Studies at the Monterey Institute of International Studies (CA). He is the author or editor of four books and has published many articles on language teaching, French civilization, culture, and European studies. E-mail: [michel.gueldry@miis.edu]



Jane Black Goepper, Editor of the *National Bulletin*, has taught French at the high school and university levels. She has taught



literature, civilization, methods and curriculum courses, supervised field experience, student, and intern teachers as well as having served as mentor and cooperating teacher for student teachers. She is an *Officier dans l'Ordre des Palmes académiques*. E-mail: [jbg@fuse.net]

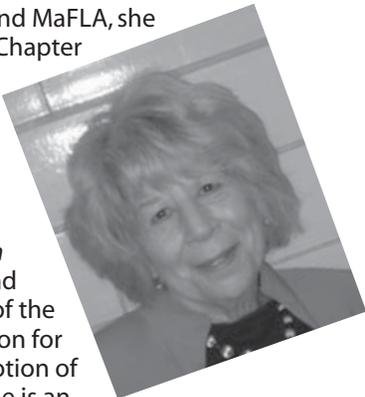
Lisa Narug, Director of the National French Contest, has been involved with *Le Grand Concours* since 1991

when she "temporarily" filled in as National Awards Chair. She was National Chair for Computer Operations and Assistant Director. She has a degree from the University of Illinois and worked at AATF National Headquarters for 6 years. She worked at various nonprofit associations before returning as Director. E-mail: [legrandconcours@sbcglobal.net]

Region I (New England) Representative **Joyce Beckwith** (MAT. Harvard) is Director of Foreign Languages for Wilmington, MA Public Schools. A Past-President of the Eastern Massachusetts Chapter and MaFLA, she serves as Chapter Treasurer,

Assistant Editor of *French Review*, and Co-Chair of the Commission for the Promotion of French. She is an *Officier dans l'Ordre des Palmes académiques*, a member of the AMOPA National Board of Directors, and a recipient of MaFLA's Distinguished Service Award. E-mail: [jbeckwith@wilmington.k12.ma.us]

Nancy Wolman (M.A., SUNY Stony Brook), newly-elected Region II (New York & New Jersey) Representative, is a native New Yorker and



lives on Long Island. Prior to teaching, she worked in international banking, business and for the U.S. government. During the past 25 years, she has taught in public and private schools in New York, Virginia, and Pennsylvania. She currently teaches French, Spanish, and Italian in Deer Park, NY. She is President of the Suffolk AATF Chapter. E-mail: [n.wolman@yahoo.com]

Region III (Mid-Atlantic) representative **Christine Gaudry-Hudson** (Ph.D. UNC at Chapel Hill), a French native, is Associate Professor of French and Chair of the Department of Foreign Languages at Millersville University (PA). She has been the Treasurer for the Susquehanna Valley Chapter since 1993 and has been active in the AATF, ACTFL, the Northeast Conference, PSMLA, and several other organizations. She is currently working on a book on Georges Simenon. E-mail [Christine.Gaudry-Hudson@millersville.edu]

Region IV (Southeast) Representative **Catherine Daniélou** (Ph.D. Michigan State) is Associate Professor and Associate Dean at University of Alabama at Birmingham. She specializes in 17th-century French literature and also likes to teach advanced grammar, French history, and contemporary French culture. She has been active with state language teaching organizations and enjoys working with K-12 teachers in immersion workshop settings. E-mail: [danielou@uab.edu]

Region V (East Central) Representative **Fred Toner** (Ph.D. Kansas) is an Associate Professor of French at Ohio University and served as Chair of the Department of Modern Languages. He is the co-director of the Ohio Valley Foreign Language Alliance and



Past-President of the Ohio Foreign Language Association. Fred has written articles on foreign language pedagogy and methodology, 19th-century French literature, and contemporary French civilization, and is co-author of an intermediate-level French composition

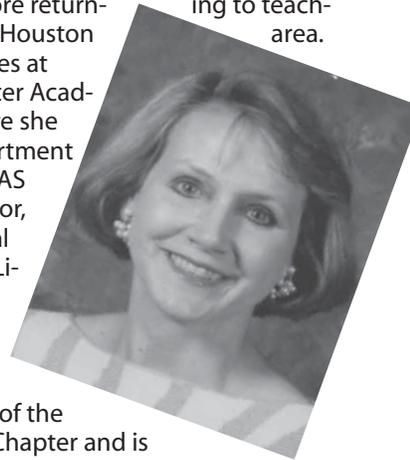
textbook. His latest research centers on the minority voice in contemporary France. E-mail: [toner@ohio.edu]

Region VI (West Central) Representative **Eileen Walvoord** (M.A. Montclair State University, NJ) is a member of the Chicago/Northern Illinois Chapter and served

two consecutive terms as both program chair and president. She is currently the chair of the chapter's Advocacy Committee and serves as immediate past-president. Eileen is a member of the committee that created the French Advocacy Wiki. She teaches third year and fourth year/AP French students at Niles North & Niles West High Schools in Skokie, IL. E-mail: [eilwalv@aol.com]

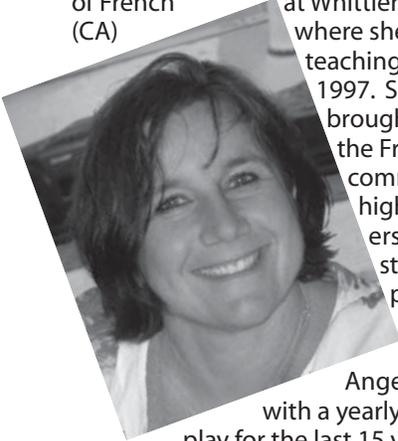
Janet Smith (M.A. Houston), Region VII (South Central) Representative, worked in both industry and education. She worked at *Société Générale* for nine years before returning to teaching area.

She teaches at Westchester Academy, where she was Department Chair, IB CAS Coordinator, and Virtual Learning Liaison. She served as President and Vice-President of the Houston Chapter and is



Co-editor of the *Texas Foreign Language Teachers Association Journal*. She received grants to study in Strasbourg, Bordeaux, and Belgium. She was named Outstanding AATF Chapter Officer (2008). E-mail: [janet.smith@springbranchisd.com]

Region VIII (Southwest) Representative **Marie-Magdeleine Chirol** (Ph.D., University of Maryland) is Professor of French at Whittier College (CA) where she has been teaching since 1997. She has brought together the Francophile community of high schoolers, college students and professors of the greater Los Angeles region with a yearly French play for the last 15 years. She publishes on the 20th- and 21st-century novel and on Francophone cinema. E-mail: [mmchirol@whittier.edu]



Region IX (Northwest) Representative **Ann Williams** (Ph.D. Northwestern) also has a *Diplôme d'Études approfondies* from the Université Lyon II. She is currently professor of French at Metropolitan State College of Denver where she teaches courses in language, literature, and culture. She regularly presents at conferences and writes on contemporary French culture, and she has coauthored four college-level French textbooks. E-mail: [gascona@mscd.edu]



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/]

MEMBERS' NOTES

Bonnie Adair-Hauck, University of Pittsburgh (PA), received the ACTFL/NYSAFLT Anthony Papalia Award for Excellence in Teacher Education. Bonnie is known for her research and leadership in foreign language education and is a Past Chair of the AATF Commission on Student Standards.

J. David Edwards, AATF Honorary Member and former Executive Director of the Joint National Committee for Languages/National Council for Languages and International Studies, was the recipient of the NNELL Award for Outstanding Support of Early Second Language Learning given by the National Network for Early Language Learning. The award was presented in Philadelphia at the recent ACTFL Convention.

AATF President **Mary Helen Kashuba**, SSJ was awarded the rank of *Officier dans l'Ordre des Palmes académiques* by French Ambassador François Delattre during the 2012 ACTFL Convention in Philadelphia. The ceremony was held at the Sofitel Hotel in the presence of friends, colleagues, and administrators from Chestnut Hill College.

Anne Lair, University of Utah, was selected as the 2012 recipient of the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture. As an author, teacher, and mentor, she joins a long line of AATF members who have received this prestigious award.

The 2012 ACTFL Florence Steiner Award for Leadership in Foreign Language Education, K-12 was given to **Jacqueline Van Houten**, International Education Consultant for the Kentucky Department of Education.

WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One \$2000 scholarship per year is given to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2013-2014.

Eligibility Requirements

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

Scholarship

The \$2000 scholarship will be paid directly to the study abroad program of the winner's choice to cover tuition, fees, travel, or housing costs for a semester-long or one-year study abroad program in a Francophone country. The recipient may attend an established program in any Francophone country that is accredited by his or her American university. Students may also attend established programs sponsored by universities other than their own providing credit is transferable. Cash payments will not be made directly to recipients.

Application Form

An application form may be obtained by contacting the AATF Headquarters at Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733; e-mail: [abrate@siu.edu]. The form is also available on the AATF Web site at [www.frenchteachers.org]. Application materials should be e-mailed in Word or pdf format to [abrate@siu.edu]. File names should include the applicant's name and be sent as one document (with the exception of recommendations which may come separately). The deadline for receipt of applications is **March 15, 2013**.

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."

AATF 2013 NATIONAL COMMISSIONS

Commission on Advocacy

Robert "Tennessee Bob" Peckham, Chair [2013]

Modern Foreign Languages
University of Tennessee
Martin, TN 38237
E-mail: [bobp@utm.edu]

Commission on Cultural Competence

Michèle Bissière [2015]

UNC Charlotte
Languages and Culture Studies
9201 University City Boulevard
Charlotte, NC 28223
E-mail: [mhbissie@uncc.edu]

Commission on FLES*

Karen Campbell Kuebler, Chair [2014]

709 Sudbrook Road
Pikesville, MD 21208
E-mail: [kkcdanser@verizon.net]

Commission on French for Business and Economic Purposes:

Deb Reisinger [2015]

06 Languages Building
Duke University
Durham, NC 27708-0257
E-mail: [debreis@gmail.com]

Commission for the Promotion of French

Joyce Beckwith, Co-Chair [2013]

Wilmington High School
Wilmington, MA 01887
E-mail: [joyce.beckwith@wilmington.k12.ma.us]

Dolliann Hurtig, Co-Chair [2013]

Louisiana Tech University
P.O. Box 3178
Ruston, LA 71272
E-mail: [dhurtig@latech.edu]

Commission on High Schools

Anne Jensen ♣, Chair [2014]

Henry M. Gunn High School
780 Arastradero Road
Palo Alto, CA 94306
E-mail: [annejensen@att.net]

Commission on Middle Schools

Janel Lafond-Paquin ♣, Chair [2015]

Rogers High School
15 Wickham Road
Newport, RI 02840
E-mail: [madamep51@hotmail.com]

Commission on Student Standards

Rebecca Fox, Chair [2015]

George Mason University
4400 University Drive
Fairfax, VA 22030-4444
E-mail: [rfox@gmu.edu]

Commission on Professional Teacher Standards

Adina Alexandru ♣ [2014]

Southington Public Schools
720 Pleasant Street
Southington, CT 06489
[aalexandru@southingtonschools.org]

Commission on Technology

Lara Lomicka Anderson, Co-Chair [2013]

809 Humanities Office Building
University of South Carolina
Columbia, SC 29208
E-mail: [lomicka@sc.edu]

Catherine Ousselin, Co-Chair [2013]

Mount Vernon High School
314 North 9th Street
Mount Vernon, WA 98273
E-mail: [catherineku72@gmail.com]

Commission on Colleges & Universities Chair to be named [2015]

Contact President Mary Helen Kashuba, SSJ [kashubam@chc.edu]

2013 AATF ANNUAL CONVENTION PROVIDENCE, JULY 11-14, 2013

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

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

Change of Address

Name _____

Last

First

Middle

New address _____

City _____ State _____ Zip _____

Old address _____

(as it appears on mailing label)

City _____ State _____ Zip _____

Date new address takes effect: _____

Send this form to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; FAX: (618) 453-5733; E-mail: [address@frenchteachers.org].

WHAT'S NEW IN THE FRENCH REVIEW?

Vol. 86, No. 3 (February 2013)

Articles include the titles below and more:

- "Access to French Education and Attitudes toward International French and Cajun French among South Louisiana High School Students" (Lindner)
- "Raï and Politics Do Not Mix: Musical Resistance during the Algerian Civil War" (Jones)
- "Ambiguous Identities: Myth and Self-Reinvention in *Un héros très discret*" (Nayak-Guercio)
- "Irony in Emmanuel Carrère's *La moustache*" (Ekstein)
- "Problematic Translation and Persuasive Listening in Assia Djebar's *La femme sans sépulture*" (Bliss)
- "Misogynie et déshumanisation à travers le bestiaire moliéresque" (Albanese)
- "Les quatre voix du duo Condé-Philcox" (Lappin-Fortin)
- "Melodramas of the Everyday: An Interview with Julie Lopes-Curval" (Palmer)

as well as the many fine reviews.

REGIONAL REPORTS

Region V: East Central

The chapters in the East Central Region welcomed some new officers, started some promising new initiatives, continued many valued traditions, and honored some significant contributions to the profession this past year.

We are happy to recognize some recent changes in chapter leadership. The West Virginia Chapter elected Elizabeth Daigle as their new President, the Tennessee Chapter elected Laurie Ramsey as Vice-President, and the Kentucky Chapter elected a new Secretary-Treasurer, Eddy Cusinier. The Kentucky Chapter is also asking members to vote on expanding the Board to include the Past-President, the Administrator of the *Grand Concours*, and the Coordinator of the Kentucky Showcase.

The chapters in our region sponsored an impressive number of successful immersion opportunities for teachers and students of French. The Detroit and



The Tennessee Chapter's booth at the state conference.

Michigan Chapters jointly sponsored the ever-popular Dainava weekend in Manchester where they included possibilities for improving conversational skills while sampling excellent cuisine. The Ohio Chapter once again sponsored a teacher's full-day immersion experience at Wright State University as well as a sold-out three-day weekend at Mohican State Park where good food, games, and discussions on teaching strategies were shared. The Northwest Indiana Chapter sponsors monthly immersion dinners at members' homes and in Chicory Café in South Bend as well as immersion days for *le 14 juillet* and a before-the-school-year

Vol. 38, No. 3 (January 2013)

event at the Indiana Dunes.

At an AATF-sponsored French Teachers' Workshop at Valparaiso University, Jean-François Rochard, *Attaché culturel adjoint* at the *Consulat de France à Chicago*, presented a program on the French presidential elections entitled "Politique des 'petites phrases': enjeux des élections présidentielles françaises de 2012 ou comment en parler en classe de français."

Among other innovative ideas piloted by our chapters this year are several that could serve as useful models. The Michigan and Detroit Chapters and the Tennessee Chapter staffed AATF informational and promotional tables at their state language conferences and reported good response. The Kentucky Chapter introduced a self-nominated recognition and awards system where teachers can promote their programs and receive recognition for success under certain criteria. The Northwest Indiana Chapter surveyed teachers to try to learn what will better serve their members, and the officers are now planning their programs to meet the needs expressed. The Ohio Chapter once again presented the Book Club at the state language conference, celebrating the 50th anniversary of Camus's death with its discussion of *L'Étranger*.

Several of our regional members garnered well-deserved awards this year: Elise Beutlich, Chesterton (IN) High School, from the Northwest Indiana Chapter, is the French "Rising Star" award winner for new teacher for the state of Indiana; Cheryl Herman of Mishawaka (IN) High School and Linda Atwood of Crown Point (IN) High School won mini-grants for National French Week. *Félicitations!*

An impressive number of our members distinguished themselves through service to the profession. Special thanks go to those who participated actively and gave papers at the National Convention in Chicago and to Ricky Baron (Past-President of the Northwest Indiana Chapter) who served on the Local Committee for 2012. Many of our members served as evaluators at the AP French Language and Culture Exam Reading in Cincinnati, OH, including chapter officers Steve Ohlhaut, Jessica Sturm, and Shannon Swann from the Indiana Chapter, Pascale Abadie from the Ohio Chapter, and Daniel Noren from the Michigan Chapter. *Merci!*

The Tennessee Chapter had the honor
AATF Facebook at www.facebook.com/AATFrench

of recognizing Robert (Tennessee Bob) Peckham for his service to the profession and dedication to the promotion of French language and culture. At the annual luncheon meeting at the state convention, the chapter presented Dr. Peckham with an engraved pewter tray acknowledging his significant contributions to French studies and foreign language advocacy. Tennessee Bob's contributions have ranged from his involvement in François Villon studies to promoting digital access to a variety of Francophone resources and to writing and performing music in French, just to name a few. Dr. Peckham was the featured speaker for the luncheon and spoke about the past, present, and future of French in Tennessee. He finished his presentation with an original musical version of a poem by Arthur Rimbaud. We all join our colleagues in Tennessee in thanking Dr. Peckham for the many significant contributions he has made and will continue to make. Bravo!

Respectfully submitted,
Fred L. Toner
Region V Representative
[toner@ohio.edu]

REGION VI

Advocacy Excitement. While higher education French programs have been hit by recent cuts and reductions, there is much to cheer about in Region VI where the University of Minnesota-Duluth has disproved the axiom that once-something-has-disappeared, you'll-never-get-it-back-again now that the French major has been reinstated there, thanks to the efforts of Milan Kovacovic and Dana Lindaman after several years of abandonment. The University of Minnesota-Superior has also recently established the



TennesseeBob Peckham receiving his award.

French minor due to the efforts of Virginia Donovan.

Student Events.

Region VI is a hotbed of activity for providing teachers with opportunities to have their students get involved with French outside of school and bring back a buzz for French in their schools. Wisconsin's French Day and Chicago/Northern Illinois' French Immersion Day continue to be annual events. Minnesota and Wisconsin are gearing up for their now traditional "À

Vous la Parole" and "Concours Oral" that inspired the Chicago/Northern Illinois Chapter three years ago to join them and offer a similar oral competition in their chapter. Greater St. Louis and Greater Kansas City have annual special events in the spring. In St. Louis, students will participate in an essay contest, and in Kansas City high school and college students interested in a career as a French teacher will be invited to a workshop and luncheon.

Innovation. The Wisconsin Chapter is pioneering in the area of teacher and student recognition by adding "une Étoile montante" award for a new French teacher who will receive the chapter's sponsorship for the Future Leaders Fellowship program at the national convention in Rhode Island and a "Héro du Français" award for a community member or group that supports French or the learning of French outside of the classroom. In addition, certificates and ribbons will be made available so that teachers may annually recognize outstanding elementary and middle school French students.

Ties to Higher Education. Wisconsin has reached out to teachers in higher education to increase and diversify their membership. Holding events such as a fall French Day for students and a spring *Concours Oral* on college campuses gives the colleges valuable exposure to high school students, and the event benefits from the increased prestige that the high school students attach to the events on a college campus. Similarly, the Chicago/Northern Illinois Chapter holds its annual student French Immersion Day at a university and has tapped another local col-



Members of the Minnesota Chapter at *Franco-fête*. Left to right: Joëlle Vitielle, Chapter President; Milan Kovacovic, University of Minnesota-Duluth; Françoise Denis, Newsletter Managing Editor; Eileen Walvoord, Region VI Representative, and LaRae Ellingson, Corresponding Secretary-Treasurer.

lege to host its "Champions d'Expression" *Concours Oral*. The Minnesota Chapter's "À Vous la Parole" oral competition this year will again take place at a local university. The Greater Kansas City Chapter's upcoming Immersion Weekend for Teachers will also be hosted by a local university. Speakers for the enrichment topics at the regular programs in St. Louis, such as the recent program on the "côté anarchiste de Prévert," frequently come from a local university.

Teacher Enrichment. Chapters such as Greater Saint Louis also provide members with rich cultural programs in conjunction with local institutions such as their upcoming program on French fashion planned to complement the St. Louis Art Museum's "Little Black Dress" exhibit. The Chicago/Northern Illinois Chapter's fall program focused on going outside the classroom. Members presented a workshop on local resources for field trips and for student travel abroad and exchange programs with an emphasis on the advocacy benefits of bringing French students into the school.

Special Events. The Minnesota AATF Chapter lent its financial and professional support this past fall to *Franco-Fête*, an annual gathering of Americans of Franco-Canadian descent, French teachers, French students, and more recently arrived immigrants from Francophone countries. Held this year in Minneapolis, *Franco-fête* provided an opportunity for many residents of the region to celebrate their Francophone heritage while providing visibility for French in the greater community of Minnesota and North Dakota. Following performances by French singer Éric Vincent and the choir of a local church, *Le Vent du Nord* from

Quebec gave a rousing concert that ended with the quartet exhorting all to keep speaking French! This fall's special event for St. Louis area teachers and students following the Prévert workshop for members was a dramatic performance of his poetry for both teachers and their students. The Chicago/Northern Illinois Chapter has brought back its traditional Winemaker's dinner, "Soirée Vigneronne et Terroir," for teachers during National French Week. In early January, the members of the Greater St. Louis Chapter celebrated "La Fête de Rois."

Félicitations! St. Louis Chapter President, Anna Amelung, received the Lifetime

Achievement Award from the Foreign Language Association of Missouri for her long-time professional commitment to the development of French in Missouri. The Chicago/Northern Illinois Chapter acknowledged the contributions of Lynn Robinson who received the annual *Prix du Chapitre*. Minnesota announced Bonnie Bougie as the winner of its Teacher of the Year Award at the meeting during *Franco-Fête*.

Communication & Technology.

Technology keeps the Region VI members informed. The Minnesota Chapter's e-mail network continuously keeps members up to date on events and reflects their close ties with the *Alliance française* of Minneapolis. Their newsletter, *Les Reflets de l'Étoile du Nord*, and Chicago/Northern Illinois' *Francofeuilles*



Lisa Lilley, FLAM President, and Anna Amelung, President of the AATF Greater St Louis Chapter, receiving the Lifetime Achievement Award.

continue to appear three times a year, providing articles and teacher resources for all its members. Social media is clearly popular in Region VI where Chicago/Northern Illinois, Minnesota, Greater St. Louis, and Wisconsin have active Facebook pages that link members on a daily basis, and Wisconsin is on the leading edge with its own Twitter account. Chicago has joined the “meet-up” movement with executive council members organizing informal gatherings in cafés and coffee houses. Iowa and Downstate Illinois are working on creating electronic communities to tie together and support the many French teachers who are far from each other and from metropolitan areas as well. The Downstate Illinois Chapter began organizing “meet-up” gatherings this past fall.

Un grand merci! A special thank you to Robin Jacobi, President of the Chicago/Northern Illinois Chapter and the other members of the Chicago Convention Local Committee, including Northwest Indiana Chapter Past-President Ricky Baron, for their help organizing dinners and excursions, providing information helpful to convention-goers, and much more. Bravo!

Respectfully submitted,
Eileen Walvoord
Region VI Representative
[ewalvord@frenchteachers.org]



COLOR NOTECARDS

We have taken six winning posters from the AATF FLES* Poster Contest and turned them into notecards. Great for special notes to students and parents. Six different designs illustrate the theme. Inside blank. Price includes envelopes and shipping and handling. 12 for \$10.00.



_____ sets (12 cards & envelopes) x \$10 = Total enclosed

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

QUICK FACTS

Do you need a fact sheet to help you counter criticisms of French study? This four-page tool provides answers (with supporting documentation) to the most common misconceptions about the study of French. Prepared by AATF Vice-President Madeline Turan, it is intended to help you provide an immediate and factual come-back to such remarks.

www.frenchteachers.org/quickfacts.doc

ORDER AN AATF MEMBERSHIP ID CARD

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

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

The advantage of the AATF membership card is the fact that it is written in French and thus is understandable to all. Several years ago teachers received free entrance to major French museums such as the Louvre. This is no longer the case. However, some city and departmental

museums as well as private museums will grant teacher discounts upon seeing the AATF membership card. I always ask whenever I visit any museum in France and hope for the best. Sometimes the policy is to grant full admission; oftentimes I am granted admission at a reduced price. Some bookstores in France also grant a 10% reduction to teachers upon seeing a card.

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.

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

Ann Sunderland
AATF Past-President



American Association
of Teachers of French
Année _____

M., Mme/Mlle _____

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

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

La Secrétaire générale

ARMES DE PARIS MEDAL

We have finally been able to replace the bronze Armes de Paris medal which many AATF members liked to award to outstanding students. After a long saga of an order lost in U.S. customs because of a garbled address and now *introuvable*, we decided to have the medal recreated by a company in the U.S. The back side of the medal can be engraved. Price includes shipping and handling. \$18 each; 3 for \$45.



_____ medals x \$18 (3 for \$45) = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

VIVE LE FRANÇAIS! CLASSROOM ACTIVITIES

A collection of Classroom Activities and *Salut les jeunes!* taken from ten years of *National Bulletins*. Newly revised and organized. Many activities are suitable for duplicating for the classroom. \$20 per copy (\$30 nonmembers).



Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

FABLES DE LA FONTAINE TEACHER'S MANUAL

Written to accompany the 2009-2010 National French Week poster, this guide contains activities based on each of the twelve fables illustrated on the poster. Targets a variety of levels.



_____ Manuals x \$20 each

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

AATF EXCELLENCE IN FRENCH AWARD

The AATF has established a new award to recognize French students at all levels. This will allow teachers to reward students in each year of French study or multiple students in a given class. It will also allow teachers at the elementary or middle school levels or in community colleges to recognize their students. Nominations must be made by a current AATF member.

To qualify for the award, a student must:

- have demonstrated excellence in the study of French;
- be currently enrolled in French;
- have demonstrated 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;
- be a non-native speaker of French;
- be nominated by an AATF member.

Students will receive a certificate acknowledging their award and a press release to distribute to local media; and a congratulatory letter will be sent to the principal or dean. The registration fee for the award is \$25. For an additional \$10 fee, students can also receive an *Armes de Paris* medal.

The AATF Outstanding Senior in French Award (see Web site or pages 31-32) is still available for one exceptional senior student each year at the high school or university level.

There is no deadline for these awards. The nomination form is posted on the AATF Web site. Nominations can also be made through the On-line Store.

PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars. 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].

AATF SUMMER SCHOLARSHIPS

Application deadline: February 15, 2013

French Government Scholarships

The French Cultural Service is offering AATF members who teach at the K-12 levels scholarships for study in France during the summer 2013. The programs provide intensive study of French language, teaching French, and modern French culture.

While we do not yet have final details, the scholarship generally covers the cost and fees for a three-week program, round-trip train travel from Paris to the other city if the stage is not in Paris, and partially covers food and lodging for the three-week period.

In order to be selected, candidates must propose a project that they plan to carry out during the *stage*. This project should involve some aspect of research on French culture and should be of benefit to students. Final details will be posted on the AATF Web site as soon as they are available.

Québec

Le Ministère des Relations internationales du Québec (MRIQ) attribuera des bourses pour un stage en langue, culture et société québécoises offertes aux membres de l'AATF. Bien que nous n'ayons pas encore reçu toutes les précisions, le stage aura lieu en juillet 2013. Les objectifs du stage sont le perfectionnement en didactique du français et la connaissance du Québec, de sa culture et de sa population. Les candidats devraient (1) enseigner le français à plein temps ou être responsables de l'encadrement de professeurs de français au niveau préuniversitaire ou universitaire; (2) maîtriser le français écrit et oral; (3) avoir la nationalité américaine; (4) être âgés de 18 à 55 ans; (5) ne pas avoir participé au stage au cours des cinq dernières années; (6) être membres de l'AATF.

Dans le passé, la bourse couvrait les frais d'inscription et de scolarité du stage, l'hébergement en résidence universitaire, une somme forfaitaire de 300\$ (Can.) destinée à couvrir partiellement les frais de repas, l'accueil à l'aéroport, couverture médicale pour la durée du stage. Le transport du lieu de départ au lieu du stage, la partie des repas non couverte par le forfait, les dépenses personnelles et une franchise de 50\$ (Can.) pour le recours à l'assurance (s'il y a lieu) étaient à la charge des boursiers.

Chaque professeur s'engage, dans les

12 mois qui suivent le stage, à présenter une communication sur son expérience dans le cadre d'une rencontre d'enseignants au niveau local, régional ou national ou de publier un article dans une revue professionnelle sur son expérience au Québec, et de fournir une copie du travail au MRIQ.

Belgium

In 2013, Wallonie Bruxelles International has offered two summer scholarships to the *Université de Mons* in Belgium for AATF members at the secondary or college levels. Recipients have attended a three-week session on language and culture during the month of July. While we have not yet received final details, scholarships in the past have included tuition and fees, housing in a university residence hall, and a stipend for meals. Transportation is at the charge of awardees.

As a follow-up, recipients are expected to (1) prepare a cultural project on the country to be disseminated through the AATF and (2) present a session around the same topic at the 2014 AATF convention in New Orleans. Details will be posted on the AATF Web site as soon as we receive them.

Université McGill

Depuis 2006, le Département des programmes de langues anglaise et française de l'Université McGill (Québec, Canada) a offert chaque été une inscription gratuite dans son Programme intensif de français–Langue et Culture. Cette inscription est réservée au cours de niveau avancé (8 semaines).

Le concours s'adresse à tous les membres de l'AATF qui enseignent le français au niveau secondaire ou collégial. Les candidats doivent posséder une compétence correspondant au niveau intermédiaire élevé sur l'échelle d'ACTFL (ou son équivalent), compétence minimale pour être admis au niveau avancé du programme.

Nous n'avons pas encore reçu confirmation de cette bourse, mais dans le passé, elle couvrait les droits de scolarité et les frais d'inscription (environ 2000\$ CA). Elle ne comprend pas le transport, l'hébergement à Montréal, les assurances et les dépenses personnelles.

Constitué de cinq niveaux, ce programme à plein temps prépare les étudiants à communiquer efficacement

dans un environnement francophone, tant à l'oral qu'à l'écrit, et leur permet de découvrir de nombreuses facettes de la culture québécoise et d'autres cultures francophones. Pour plus d'informations, veuillez consulter le site Internet du Département des Programmes de langues anglaise et française: [www.mcgill.ca/eflp].

Eligibility

Applicants for all of the scholarships must be U.S. citizens (as specified in the description) or permanent residents whose first language is not French. The recipients must hold a teaching position in French during 2012-2013. Preference will be given to members who have been in good standing since January 1, 2011. Current AATF chapter presidents and Executive Council members are not eligible. Members who have received an AATF scholarship during the past five years (2008-2012) are also not eligible. Scholarship recipients agree to make a presentation at a foreign language conference in 2013-2014.

Selection Process

Scholarships will be awarded to members who indicate a plan to use the scholarship to benefit themselves professionally and to enhance or expand the curriculum for students. Each applicant must submit a proposal for a project to be completed during the course of the *stage*. Applications will be reviewed and the decisions will be announced by early April 2013. A number of factors will be weighed: clarity and specificity of the candidate's statement (1-2 pages); reasons for applying and level of French (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French); quality of project; teaching assignment; evidence of professional commitment; future career plans in education; and letters of recommendation.

Application

Application forms are available on the AATF Web site [www.frenchteachers.org] or can be requested from National Headquarters. Forms can be duplicated. Applicants should do the following:

1. Complete the application form, and attach additional pages as necessary.
2. Submit two letters of recommendation enclosed with the application

or sent via e-mail. (One of the letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) These letters of recommendation should contain a serious, detailed evaluation of the applicant's professional and personal qualities.

3. Application materials should be e-mailed in Word or pdf format to [scholarships@frenchteachers.org]. The file name should include the applicant's name and be sent as one document (with the exception of recommendations which may come separately).
4. The application must be received by **February 15, 2013**, to be considered.

SHARE YOUR SUCCESS STORY VIA THE FRENCH LANGUAGE 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 benefitted 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-stinhart@northwestern.edu]

AATF SMALL GRANTS

The AATF Small Grants program is intended to support local projects by members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. Matching funds from the chapter to which the applicant belongs or from another source must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent via e-mail to [smallgrants@frenchteachers.org] by **March 1, 2013**: (1) name of applicant and chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be matched from chapter treasury, if applicable (This must be attested to by the Chapter Secretary-Treasurer). Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process as soon as you read this by alerting your Chapter officers to your upcoming request.

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

Members at all levels of instruction may apply.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2013 are encouraged.

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.

Watch for updates on our Web site:
www.frenchteachers.org



AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2014, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Providence in July 2013.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2013**.

The selection committee will consist of two members of the AATF Executive Council and one member at large. Any nomination that does not conform to the guidelines below in length or content will not be considered. A teacher may receive the award only one time at a given level. If there is no suitable candidate at a given level, the AATF reserves the right not to make an award.

The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor and will issue a press release, if requested. The *National Bulletin* will include a feature article on the recipients.

TIME LINE

Because the awards will be presented at the annual convention, the deadline for receiving all documents will be **February 1, 2013**. Decisions will be made by March 1. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

REQUIRED QUALIFICATIONS

1. Nominees must have a minimum of five years teaching experience at the level for which they are candidates and must be teaching currently at that level.
2. Nominees must have been members of the AATF for the past five consecutive years.
3. Current AATF officers are not eligible for these awards.
4. Nominees must have made a significant impact on students, school, and community at the award level.
5. Nominees must be active participants in AATF activities locally, regionally, or nationally.

EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of (1) outstanding teaching experience, (2) professional growth and development, and (3) contribution to the profession.

Evidence of outstanding teaching experience may include but is not limited to

- a. demonstration of students' exemplary proficiency in French, knowledge of French language and Francophone cultures and literatures, and motivation for continued study of French,
- b. increased enrollment or expansion of curricular offerings, or previous teaching awards,
- c. student participation in extracurricular French activities, exchange programs, internships, and competitions, or
- d. students' high performances in French on standardized tests.

Evidence of professional growth and development

- a. participation in AATF chapter and national activities,
- b. participation in foreign language conferences, workshops, and seminars,
- c. pursuit of advanced degrees and education, or
- d. grant-supported research, projects, workshops, or travel.

Evidence of contributions to the profession may include

- a. leadership and service in professional organizations, including the AATF,
- b. research or presentations at conferences or publications in professional media, or
- c. sponsorship of extracurricular activities or student exchange programs or other innovative programs.

NOMINATION PACKET

The nomination packet may not exceed a total of five pages and must include the following:

1. A résumé of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together in one file.
5. Submit the nomination packet electronically in .pdf format (one file) to [awards@frenchteachers.org]. The nomination must be received no later than **February 1, 2013**.

2013 ELECTION RESULTS

Vice-President: Steve Daniell (TX), re-elected

Region II: Nancy Wolman (NY)

Region IV: Catherine Daniélou (AL), re-elected

Region IX: Ann Williams (CO), re-elected

We would like to congratulate these members and welcome them to the Executive Council. They were elected to three-year terms beginning January 1, 2013. We offer our heartfelt thanks to outgoing Region II Representative Abbe Guillet, and to Rebecca Fox, Mary Leptak, Peter Machonis, and Molly Enz for having agreed to run for office.

AATF COMMISSION ON FLES* 2013 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES* Commission is delighted to announce the 2013 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

The AATF chapters will publicize the Contest. Individual teachers will submit up to three posters in each category to the National FLES* Commission Poster Contest which is chaired by Karen Campbell Kuebler. The theme for this year's contest is "ABC de la Francophonie!" / "A Francophone ABC!" This theme may be presented in a variety of techniques and artistic interpretations.

REQUIREMENTS:

1. Entries MUST be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.
2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers must be current members of AATF.
4. Each poster MUST be accompanied by the AATF student information form found below (or requested from Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]). All information must be completed for the poster to be submitted.
5. Entries will be limited to THREE PER TEACHER FOR EACH CATEGORY. The

teachers are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort.

6. Each teacher should send the posters postmarked by **March 1, 2013** to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]. Please mail the posters flat, first class, and protected by cardboard. Winners will be notified in early May. The first place winners in each category will receive a cash prize. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2013 National FLES* Poster Contest.

AATF NATIONAL FLES* COMMISSION ELEMENTARY AND MIDDLE SCHOOL POSTER CONTEST STUDENT INFORMATION FORM

Student's Name: _____

Student's Address: _____

City/State/Zip _____ Student's Phone: _____

School: _____ Grade: _____

School Address: _____

City/State/Zip _____ School Phone: _____

Principal's Name: _____

Sponsoring Teacher: _____

Teacher's Address: _____

City/State/Zip _____

Teacher's Home/Cell Phone: _____ Teacher's Email: _____

SIGNATURES (All are required)

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

Student _____ Date _____

Parent/Guardian _____ Date _____

Sponsoring Teacher _____ Date _____

PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.



Chantons!

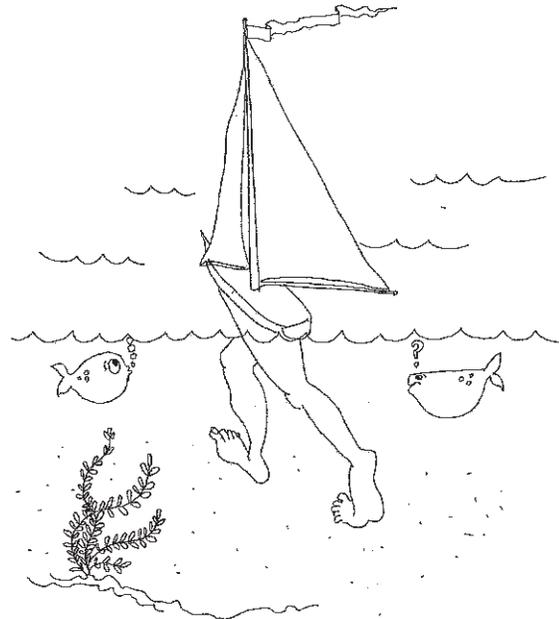
Every language teacher will agree that music can be the most effective way to insure the retention of vocabulary and sentence patterns! Susan Laffitte has suggested a song for learning geography: "Les Frites de Bruxelles," available for download from [amazon.com]. Karen Kuebler has shared a fabulous Web site with us that offers free downloadable songs and other children's activities relating to French holidays, a real treasure source [www.fete-enfants.com]. "J'ai vu un poisson marron..." is wonderful for *le poisson d'avril*, plus it reinforces colors.

Most of my students' favorites are available on YouTube now. Just type in a title, and probably you will find the song with an accompanying video for what you are singing in class. For middle school or high school, a favorite that plays with vowel sounds and also helps with vocabulary when learning the parts of a house and the adjectives *beau/laid* (as long as you are comfortable referring to *le bidet*) has really just two lines, but the YouTube video is quite silly and will have your students dancing and singing along. Go to Vincent La gaf, "Bo le lavabo."

Il est beau, il est beau, il est beau le lavabo; il est laid, il est laid, il est laid le bidet!

More appropriate for younger children learning the parts of the body might be "Papa (ou Maman) les p'tits bateaux..." also available on YouTube.

Maman les p'tits bateaux
Qui vont sur le'eau
Ont-ils des jambes?
Mais oui, mon gors bêta
S'ils n'en avaient pas
Ils ne march'raient pas.



Jordy with his tiny voice reinforces other parts of the body (also now on YouTube):

Tu peux être un bébé
Tu peux être un bébé
C'est la danse du pouce dans la bouche
Danse, danse, c'est la danse
Danse, danse, c'est la danse du pouce, bis...
Et tu sautes, et tu sautes, et tu sautes, bis...

A classic children's song with a little twist, "Une souris verte," has a number of video possibilities on YouTube. Younger learners can color; older students can fill in some vocabulary.

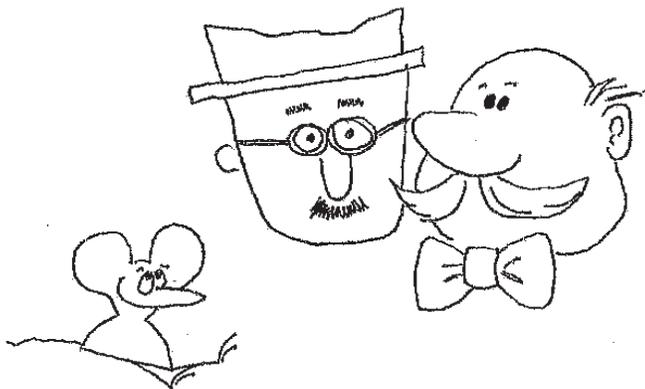
Une souris verte
qui courait dans l'herbe...



Je l'attrape par la queue...



Je la montre à ces messieurs.



Ces messieurs me disent:



"Trempez-la dans l'huile."

"Trempez-la dans l'eau."



"Ça fera un escargot tout chaud!."



Elizabeth Miller
Crystal Springs Uplands School
Hillsborough, CA

Send us your favorite songs! Share with other FLES* and middle school teachers your ideas, classroom gimmicks, games for oral interaction, and successful lessons. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; e-mail [mmemiller@aol.com]

CLASSROOM ACTIVITY

LAISSEZ LES BONS TEMPS ROULER! AMUSEZ-VOUS EN FÊTANT MARDI GRAS!

Mardi Gras is a perfect time to showcase your French program and help spread the word about how exciting and rewarding studying French is. It is also an excellent occasion to make cultural, linguistic, and historic comparisons of the holiday in various Francophone communities. This year Mardi Gras takes place on February 12. There are so many things you can do to make this a culturally relevant as well as a fun-filled and memorable day. I will dedicate this article to suggesting a few ideas you might consider, including some games, hands-on activities, songs, eating opportunities, and a dance you can teach your students!

First of all, students love to eat. I have found that the two things my former students seem to remember most about French class are eating and singing (not the subjunctive or relative pronouns, would you believe?). Therefore, I have concluded that doing a fair amount of both of these is a good thing. There are many recipes for king's cake on line, and you can always get student volunteers to

in your classes), as well as a variety of other dishes. It's always a good idea to pass around a sign-up sheet beforehand and to suggest categories such as main dish, side dish, dessert, salad, bread, and cheese, etc. I always had the French Club officers bring the drinks as well as another dish. In the case of a potluck, "the more the better" is definitely true. Put on the Cajun music and have a foot-stomping good time. Note: I've made jambalaya for this before, and that's always a big hit. You can check for recipes on line, or, if you'd like, contact me and I'll give you my recipe, which is not that complicated. One more eating possibility is to have an evening Mardi Gras potluck dinner in the school cafeteria. Have students sign up to bring food, and tell them to wear their beads, Mardi Gras colors (green, purple, yellow/gold), masks, costumes, or anything festive. You may want to invite other members of the school community to join you, including parents, teachers, and school administrators. Play festive music, and have a great

Gras" or "La Chanson de Mardi Gras," you'll find plenty of material. There are many Cajun singing groups and artists that are such fun to listen to. For starters, you might look for the Balfa Brothers, the Savoy Family Band, and Beau Soleil with Michael Doucet, but there are many more. I love the version of "Jolie Blonde," which some consider to be the Cajun national anthem, by Michael Doucet, Aly Bain, and Ricky Skaggs. Another site you can try, and certainly one of my favorites, is Mama Lisa's World [www.mamalisa.com]. Go to France on the site, and you'll find a Mardi Gras song, "Mardi Gras, t'en va pas." You can listen to it and sing along. (You'll find it's the same tune as "Sur le pont d'Avignon.") If you go to America and click on Cajun culture, you can listen to (and watch) "Les maringouins ont tout mangé, ma belle." *Marin-gouins* are mosquitoes, in case you didn't know. (I didn't.) The song is a bit absurd and quite amusing. One additional thing you might try (a tradition in my classes) is to do a "danse de Mardi Gras" in class.

Mardi Gras is a perfect time to showcase your French program and help spread the word about how exciting and rewarding studying French is.

bake one for each of your classes. Have your cake-bakers hide a little trinket in the cake, and whichever student gets the piece with the trinket is king or queen of the class for the day. (You can have another student volunteer to make a crown for the king or queen to wear.) If you are feeling ambitious, you can have a *crêpe*- or *beignet*-making day. If you have a foods class at your school, you may be able to use their kitchen and equipment to make the *crêpes*. Have students sign up to bring such items as whipped cream, powdered sugar, sliced strawberries, Nutella, chocolate sauce, bananas, etc., to pile on the *crêpes*. Personally, I'm a fan of sugar only, but I've noticed that most students seem to think in terms of "the more the better" when it comes to *crêpe*-filling. Or, again, if you're feeling brave, bring in the deep fryer, powdered sugar, and lots of paper towels, and make *beignets* in class. There are plenty of recipes for both *crêpes* and *beignets* on line if you don't happen to have your own. Another eating possibility is to have a French Club lunchtime potluck. Make sure there's a king's cake available (unless you've been eating them all day

time! The students may want to form a big line and weave around the cafeteria doing the "Mardi Gras Dance," which I will talk about later.

Another fun class activity is mask-making. You can go on line (I know I sound like a broken record, but Google is one of my best teaching colleagues), and check out "Mardi Gras masks." There are lots to choose from, ranging from quite simple to complicated. Your students can color the masks, or, if you have some money in your budget, you could buy sequins, glitter, maybe feathers and pipe cleaners, and construction paper. Find a template and cut that out of cardboard for the students to draw around for their masks. Have scissors and glue available, and prepare for a mess, but the students love doing this! (Be sure to allow for clean-up time at the end of class!)

As I mentioned above, students love music. Have the Cajun music going as the students come into class that day, and play it during activities such as eating and mask-making. There are also some Mardi Gras songs you can sing or listen to with your students. If you go to YouTube and type in "La Danse de Mardi

What I taught the students was actually something I learned in a line-dance class, but it worked perfectly with my students, some of whom were quite adept at dancing and some of whom seemed to have two left feet. They could all do it though, and really enjoyed it. At the end of this article, I've added written instructions for the dance, and I have also posted a video of myself doing it on YouTube! (This is a BIG stretch for me, but I think you have to see it to be able to do it effectively. The link is at the end of the article.) The song we have danced to in class ("Où ce que t'es parti") is from the Waylon Thibodeaux album called *Best of Cajun*. If you're interested, it is available on Amazon. (There are a number of good songs on this album, including "Jolie Blonde.")

Obviously, eating, mask-making, and singing are not the only activities you can do for Mardi Gras. If you have a party store nearby and a few extra funds available, you can pick up inexpensive Mardi Gras beads and distribute those at the beginning of class to anyone who isn't already wearing them. You might have your students dress in Mardi Gras colors that day and give an extra credit point or

two to anyone you feel has made an effort to do so (and maybe more to anyone who has gone to maximum effort).

You can have students do a crossword puzzle or word search. I recommend "The Armored Penguin" [www.armoredpenguin.com] for making both a crossword puzzle and a word search. You can also play "Mardi Gras Bingo" using appropriate vocabulary words. Photocopy a blank bingo card (find one on "Google images") and distribute it to students. Provide a list of Mardi Gras vocabulary words, and have them create their own card by writing the words of their choice in the squares. Then read off words until someone wins. To avoid messy little scraps of paper all over the floor, they can just make a mark (like an X) in the square of the word you have read until they get five in a row. For the next game, they can make a different mark (a star or whatever) so they can keep the games straight. Have little prizes on hand. They'll want to play again and again, and you can always end with "black-out." I'll provide a list of possible words at the end of the article.

This might be a good time to do a unit on Cajun culture in your classes, culminating on Mardi Gras day. You can study music, song lyrics, food (always popular), language (see "Dictionnaire acadien & cadien, or cajun" at [www.lexilogos.com/acadien.htm]), and short stories. You can find excerpts from *Contes cajuns et créoles* by Barry Jean Ancelet at [www.ieff.org/nwcontescajuns.htm]. One of these is just like "La Cigale et la Fourmi."

In mid-October at the Foreign Language Association of North Carolina (FLANC) conference, I attended an excellent session given by Jeff Pageau entitled "Je suis Cadien." Jeff shared with us a wonderful unit on Francophone Louisiana that he had created for his French 4 students, many parts of which can certainly be adapted to other levels. After the session, I told Jeff that I was writing an article for the *National Bulletin* on Mardi Gras activities and asked his permission to include his e-mail and URL in my article. He said, "Bien sûr!" Here they are: e-mail: [pageauj.rrhs@rrgsd.org]; Web: [http://tinyurl.com/9qm35qq]. Check out the unit, and feel free to contact Jeff if you have questions.

Another game you can play is "Mardi Gras Trivia." Divide students into teams of two, three, or four, whatever works best for the size of your class. Pass out the multiple choice trivia quiz (see the end of the article for one I have done), and have team members work together to answer the questions. Students can use dictionaries (if you allow them to), but

no other type of resource. If they don't know an answer, they just guess, but the group must decide as a team what the guess will be. After the time you have allotted for this activity is over, give out the answers, and determine which team has answered the most questions correctly. The winners receive a small prize and bragging rights. Be sure to tell your students not to share any answers with their friends in a later class.

Happy Mardi Gras! I hope you have a great time with your students that day. If you try any of these activities, please let me know how it goes. Also, I'd love to hear about other good Mardi Gras activities you have tried. There are so many things you can do! Enjoy your second semester. Spring will be here before you know it.

Kathleen Rhodes 
East Chapel Hill High School (retired)
Chapel Hill, NC
[kwhitham1127@yahoo.com]

Mardi Gras masks

There are lots of masks on line. Just type "Mardi Gras mask template" into Google images, and they'll appear. [https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcRAhE2uqfoiaVUuUSerBrBLtH5VOLzsdDrcSFjSetcuuJR5aPRDg].

BINGO

There are also plenty of blank bingo cards on Google images, such as this one: [www.getworksheets.com/samples/worksheets/themes/bingo.gif].

Words you might suggest students use include: *le roi, la reine, la couronne, le jaune, la puissance, le violet, la justice, le vert, la foi, le 12 février, la crêpe, le beignet, la Nouvelle Orléans, le gâteau du roi, la babiole, le doublon, la paillette, le bijou, la perle, la plume, le masque, le costume, le déguisement, le collier, le bal masqué, Mardi Gras, le Carême, enlever la viande, la promenade du boeuf gras, le 6 janvier, Bonhomme Carnaval, Nice, Binche, Québec, le défilé, le char, laissez les bons temps rouler, la foule, Rex, le feu de joie, le flambeau, Jolie Blonde, etc.*

Trivia game

Le "Trivia" du Mardi Gras

- Un défilé contient beaucoup de _____.
a. chars b. chandelles
c. chameaux d. charbon
- Quelle couleur symbolise la justice?
a. le jaune b. le vert
c. le violet d. le rouge
- Quelle couleur symbolise la foi?
a. le jaune b. le vert

c. le violet d. le rouge

- Quelle couleur symbolise la puissance?
a. le jaune b. le vert
c. le violet d. le rouge
- Un endroit bien connu qui se trouve à la Nouvelle Orléans est la Rue _____.
a. Paillette b. Carême
c. Flambeau d. Bourbon
- Laissez les bons temps _____.
a. marcher b. s'amuser
c. rouler d. passer
- Le gâteau _____ contient un petit bébé en plastique ou une fève.
a. de la reine b. d'Épiphanie
c. du roi d. de joie
- Bonhomme Carnaval est le roi de la Fête à _____.
a. la Nouvelle Orléans b. Québec
c. la Martinique d. Paris
- Le jour après Mardi Gras (dans la religion chrétienne) s'appelle Mercredi des _____.
a. Cendres b. Pâques
c. Colliers d. Sacrifices
- Combien de gâteaux sont vendus chaque année à la Nouvelle Orléans?
a. 250.000 b. 500.000
c. 750.000 d. plus d'un million
- L'Épiphanie (la Fête des Rois), ou le premier jour du Carnaval, a lieu le _____.
a. 10 février b. 6 janvier
c. 28 janvier d. premier février
- Carnaval signifiait _____ originalement.
a. enlever la viande
b. vallée des canards
c. grand carnage
d. vieux carrefour
- Ce n'est pas une activité du Carnaval à Québec:
a. les sculptures de glace
b. la glissade
c. le traîneau à chiens
d. la planche à voile
- Une chose traditionnelle qu'on mange pour Mardi Gras est des _____.
a. choux à la crème b. crêpes
c. pommes de terre frites
d. amandes au chocolat
- Une ville en France où la fête du Mardi Gras est très importante est _____.
a. Strasbourg b. Toulouse
c. Nice d. Orléans
- Les _____ sont faits de la pâte frite à l'huile.
a. galettes aux pommes
b. croquet-monsieur

- c. petits fours d. beignets
17. Mardi Gras est venu aux États-Unis à la fin du _____ siècle.
a. 16^e b. 17^e c. 18^e d. 19^e
18. Le Soir du Mardi Gras, beaucoup de personnes vont au bal _____.
a. emplumé b. masqué
c. persillé d. royal
19. À Paris une ancienne coutume des bouchers était de promener un _____ gras décoré avec des fleurs en ville au son de la musique.
a. mouton b. cochon
c. boeuf d. âne
20. À Binche en Belgique, il y a des hommes qui se déguisent en "gilles" (comme des clowns) et ils lancent des _____ à la foule.
a. oranges b. faux bijoux
c. pierres d. doublons
21. Voici un petit diction: "Mardi gras sous la pluie, _____ s'enfuit."
a. le soleil b. la pleine lune
c. le nuage d. l'hiver
22. Quelle était la première ville aux États-Unis où Mardi Gras a été fêté?
a. la Nouvelle Orléans
b. Saint Augustine, FL
c. Baton Rouge, LA
d. Mobile, AL
23. Quelle chanson est connue comme l'hymne national (non-officiel) cajun?
a. "Travailler c'est trop dur"
b. "Grand Mamou"
c. "Valse criminelle"
d. "Jolie blonde"
24. Le nom de ce plat cajun signifie "asphixié, incapable de respirer."
a. étouffée b. muffledda
c. gumbo d. jambalaya
25. Ici la fête dure quatre jours: dimanche gras, lundi gras, mardi gras, et "mercredi des cendres," quand le Roi du Carnaval Vaval (en papier mâché) est brûlé pour marquer la fin de la fête.
a. Haïti b. le Sénégal
c. la Martinique d. Monaco

Answers: 1, a. 2, c. 3, b. 4, a. 5, d. 6, c. 7, c. 8, b. 9, a. 10, c. 11, b. 12, a. 13, d. 14, b. 15, c. 16, d. 17, b. 18, b. 19, c. 20, a. 21, d. 22, d. 23, d. 24, a. 25, c.

Mardi Gras Dance

This dance is done in a big clockwise circle, each person following the one in front of him/her. There are 24 counts and it's in 4-4 time. Just find some good Cajun music in 4-4 time that's not too fast.

1-4: Right foot forward, cross over left foot, forward again, back to its original position.

5-8: Left foot forward, cross over right foot, forward again, back to its original position.

9-12: Step forward on right foot, rock back on left, step back on right foot, rock forward again on left.

13-16: Same thing only you're turning. Step forward on right, back on left making a half turn, step on right, making another half turn, back to original position on left, facing forward again.

17-20: Forward on right foot making three quick steps (right, left, right), then forward on left foot making three quick steps (left, right, left).

21-24: Forward again on right foot making three quick steps (right, left, right), then two stomps with left foot (beside right foot) while clapping.

Start again, and keep going until the music stops!

As I mentioned earlier, I have uploaded onto YouTube a video of myself and two of my sons demonstrating this dance. The quality is not amazing, and I'm definitely not expecting it to go viral anytime soon, but hopefully you'll get the idea so you can teach it to your students, and you'll probably get a good laugh as an added bonus. We are dancing to the music of Waylon Thibodeaux from the album *Best of Cajun*. Here's the link: [www.youtube.com/watch?v=uOmXN8iO21s&feature=youtube_gdata_player]. (If you have trouble getting the link to work, type "Mardi Gras Dance Madame Rhodes" into YouTube browse and it should come up.)

Bonne chance, et amusez-vous bien!

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!

2011 MONTREAL CONVENTION PROCEEDINGS NOW AVAILABLE

The second volume of Selected Proceedings from the AATF convention, now available through the AATF Web site, reflects the quality and diversity of the papers presented in Montreal in 2011. We are pleased to make these excellent contributions available, demonstrating once again the AATF's commitment to the dissemination of knowledge about the teaching and learning of French.

The eleven articles selected offer insights into areas of interest being explored by colleagues from the U.S. and abroad. The convention in Montreal was a meeting place for the exchange of ideas, techniques, and materials, and this volume reflects the wide range of topics featured in the program.

Given the theme of the 2011 convention "Le Québec: culture nord-américaine, langue française," it seems appropriate to begin with works that focus on different aspects of Quebec. The first four articles offer an original perspective on Quebec using art, multimedia, study abroad experience, and literature to enrich our understanding of "La Belle Province."

In addition to the study of a literary work from Quebec, two papers in this volume show how literature from France and from other Francophone countries plays an important role. Two additional works show the importance of *la Francophonie*; the first outlines how to teach an introductory course on this topic, and the second provides a study of a film sure to enrich any French course.

The use of technologies and the development of service learning continue to engage us as scholars and teachers, and the final articles present research and practice being carried out in these fields.

The multifaceted nature of this volume attests to the richness of our field and to the dedication of our colleagues. Our sincere thanks go to those who presented at the convention, to those who submitted their work to this project, and to those who served as reviewers for this volume.

The proceedings can be accessed at [www.proceedings.frenchteachers.org]; ID AATF2011. The password is Montreal. Enter this information slowly, or the site won't recognize it.

Ann Williams, Editor
Metropolitan State University of Denver
[gascona@mscd.edu]

AATF FUTURE LEADERS FELLOWSHIP PROGRAM, JULY 2012

For a day and a half prior to the July 2012 AATF Convention, ten AATF Future Leaders Fellows from around the country were working together in an intensive seminar aimed at helping them to develop leadership skills that they will put to use in future service to the organization.

The AATF Future Leaders Fellowship program, in its second year in 2012, was designed to develop leadership capacity among AATF members. Its aim is to further AATF and its programs at both the chapter and national levels by training leaders early in their AATF careers.

As in 2011, each Chapter was invited to nominate a "future leader" candidate. Candidates were to be members who had expressed an interest in deeper involvement with Chapter leadership

and roles of Chapter leaders. They also heard from leaders in national roles, including Region I Representative Joyce Beckwith; National Headquarters Administrative Assistant Darla Phoenix; Jane Black Goepper, Editor of the *National Bulletin*; Lisa Narug, Director of the National French Contest; Jessica Nelson, Director of the *Société Honoraire de Français*; and *French Review* Editor-in-Chief and Managing Editor Edward Ousselin and Michel Gueldry.

Jayne Abrate briefed the Fellows on issues and organizations across the profession, including the AATF's involvement in JNCL-NCLIS. Furthering the Fellows' thinking about chapter-specific issues was Janel Paquin (Chair, Commission on Middle Schools), who led the session en-

chapter in some area. They are committed to carrying out their projects in the coming year. Projects proposed include creating a survey to discover how best to encourage membership, re-working the chapter Web site, creating an organized spreadsheet to outline chapter-officer duties, and organizing more social occasions to encourage potential members to get to know each other and eventually join the organization.

Fellows have also agreed to write an article on their experience as a Fellow for their state world-language association newsletter and to serve their chapter as an officer at some point in the future.

Despite a jam-packed schedule during the workshop—and despite the hours of sitting—the Fellows were energized and enthusiastic at the end of their two days together. Simply having the opportunity to share information and experiences, and to find out how things are done in other chapters, was enlightening. For many, the exposure to issues on the national level, the opportunity to hear about the functioning of the national organization, and the chance to hear from national leaders were invaluable.

Making connections with other aspiring leaders as well as those already in leadership positions made Fellows realize the value that they and their talents bring to the organization. "Networking with others and sharing ideas" was the best part, said one. The sense of camaraderie and support among the group was palpable: Learning from such dedicated colleagues, declared one participant, was "inspiring!"

The Executive Council, in their July meeting, voted to fund the Future Leaders Fellowship Program again for 2013, and Chapter presidents were urged to nominate a member who they think could benefit from the program.

Randa Duvick
Valparaiso University (IN)
[randa.duvick@valpo.edu]



Left to right: Genedi Shamburger, Charles Ward, Kristina Beck, Sheryl Meservery, Inès du Cos de la Hitte, Jennifer Deacon, Luciana Jeler, Justin Frieman, Pascale Abadie, Katrine Pflanze

but who did not yet have long years of experience.

The 2012 AATF Future Leaders Fellows came from all parts of the country. They are Pascale Abadie (Ohio Chapter), Kristina Beck (Chicago/Northeast Illinois Chapter), Jennifer Deacon (Arkansas Chapter), Inès du Cos de la Hitte (Southern California Chapter), Justin Frieman (Wisconsin Chapter), Luciana Jeler (Detroit Chapter), Sheryl Meservery (Washington/Alaska/British Columbia/Alberta Chapter), Katrine Pflanze (Western Pennsylvania Chapter), Genedi Shamburger (Louisiana Chapter), and Charles Ward (Florida Chapter).

The workshop included eight sessions, each focusing on familiarizing participants with the AATF organization or development of particular leadership skills.

In order to get to know the organization better, the Fellows perused their own Chapter constitutions and familiarized themselves with the responsibilities

titled "Focus on Member Development." And Catherine Ousselin, Co-Chair of the Commission on New Technologies (and a 2011 Future Leaders Fellow) led a session on Social Media and Membership.

Fellows also concentrated on developing their own leadership skills. One session focused on identifying personal leadership style and its implications for chapter work and volunteer participation. Sessions on problem-solving, running meetings, and improving communication were aimed at improving skills in the nitty-gritty of leading chapters day to day.

A lunch session with members of the Executive Committee gave Fellows the opportunity to speak one-on-one with current leaders of the AATF. Finally, the Fellows attended selected Convention sessions with particular connections to chapter issues.

Each Fellow was encouraged to develop a specific and concrete project that will help to further the goals of their

NOW AVAILABLE ON-LINE PAYMENT

www.frenchteachers.org

- Pay on-line for membership
- Outstanding Senior Awards
- Materials
- *Société honoraire de français* (special member prices available for most materials)

STÉRÉOTYPES CULTURELS FRANCO-AMÉRICAINS ET L'ENSEIGNEMENT DE LA LANGUE FRANÇAISE

Vous n'êtes pas sans ignorer que votre manière de vous comporter est fortement influencée par votre culture. Comme vos étudiants sont sur le point d'embarquer pour un voyage vers une autre culture à travers leurs études de la langue française, il peut vous être utile de connaître la perception qu'ont les cultures française et américaine l'une de l'autre, afin d'agir au-delà des stéréotypes.

Quelle perception ont les Français des Américains et les Américains des Français?

Pour Verdager (4), un grand nombre de clichés sur la France et les Français sont véhiculés par les médias américains, incluant les films, les publicités, les livres et les caricatures de presse. Son étude de la représentation de la France dans les médias américains a révélé une vision des Français comme impolis, hypersexuels et sales. Son analyse a également montré que le pays possédait une aura très positive dans les domaines de l'art, de la mode et de l'alimentation. De manière similaire, environ 50% des

un inconnu avec un grand sourire «chaleureux», allant de pair avec le respect strict des tours de parole (attendre que l'interlocuteur ait fini de parler) et un accent sur le bavardage «agréable», non provocateur, qui passe le plus souvent par une mise en avant d'informations personnelles concernant le quotidien et la famille. En France, les conversations initiales sont habituellement plus réservées—même si une analyse comparative des styles de discours français et américains révèle que les conversations françaises sont plus énergiques (les participants montrant un fort enthousiasme pour le sujet; une attitude pouvant être interprétée comme une tentative de couper la parole pour un Américain). De plus, les Français tendent à employer de manière fréquente des contre-arguments afin de prolonger la conversation, une attitude qui pour un Américain peut être interprétée comme défiante, ou pire, irrévérente.

Une autre différence conversationnelle pouvant surprendre vos étudiants dans leurs rencontres avec des Français

peu agressif et le surnommant «sourire Colgate». Les étudiants américains ayant participé à cette même étude ont au départ expliqué avoir été choqués et vexés par les critiques formulées par les Français concernant leur sourire, qui leur semblait complètement normal. Mais, après avoir participé à plusieurs conversations sur l'influence culturelle sur la perception, la plupart des étudiants américains se sont rendus compte qu'il faut garder à l'esprit que nous avons tous grandi en pensant que notre façon de saluer était la «façon juste», et que dans les rencontres interculturelles, il y a parfois des malentendus. En plus, il est souvent difficile de préciser si une défaillance de communication devrait être attribuée aux différences culturelles ou aux différences individuelles.

Incidents critiques et comportement «étrange» de l'autre

Imaginez qu'un étudiant débutant arrive une seconde en retard dans votre classe. Il s'excuse, puis vous lui répondez «Ce n'est pas grave, tu es juste un peu en retard!», phrase pouvant être

tous les humains partagent le même matériel (ou hardware): par exemple, nous devons tous manger pour vivre. Mais ce que nous mangeons est culturel, comme la partie logicielle (software) d'un ordinateur.

étudiants interrogés dans une étude récente portant sur la perception de la France chez les Américains étudiant la langue française ont déclaré percevoir les Français comme tout à la fois sophistiqués, snobs et impolis (Drewelow, 1). Mais les Français ont eux aussi de nombreux clichés concernant les Américains. La recherche sur les mots «clichés américains» sur Google indique que les stéréotypes les plus rencontrés concernent les habitudes alimentaires (fast foods entraînant l'obésité), la violence et le très haut taux de possessions d'armes à feu, le matérialisme et le gaspillage des ressources, une certaine visée impérialiste à l'échelle internationale, ainsi qu'une manière d'enseigner dans les écoles très portée sur l'amusement—football américain, *pom-pom girls* et bals de promotion—au détriment de la rigueur académique.

La communication—méthodes américaine et française

Une différence culturelle aggrave le problème des stéréotypes: le conflit portant sur la manière d'engager les conversations. Les Américains viennent d'une culture qui veut que l'on approche

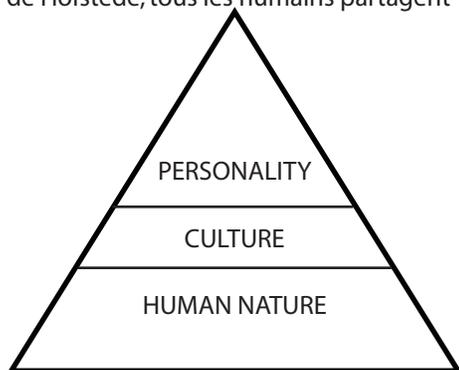
[pendant les voyages en France ou dans la correspondance virtuelle] est leur habitude de poser des questions portant sur la politique ou les tensions raciales dans l'histoire américaine (Il est peu probable que vos étudiants sachent qu'en France, l'esclavage a été aboli une première fois en 1794, avant d'être rétabli par Napoléon et d'être définitivement supprimé en 1848). Pour les Français, cela est souvent une manière de pousser la conversation plus loin voire d'apprivoiser leur interlocuteur. Quant à vos étudiants, ils peuvent se sentir «assaillis» par les questions concernant l'histoire ou la politique de leur pays, en raison de leur perception culturelle des sujets appropriés lors d'une discussion avec un inconnu.

Autre sujet pouvant porter à confusion dans les premières rencontres franco-américaines est l'habitude des Américains de saluer les autres avec un grand sourire. Une étude récente (Garrett-Rucks, 2) examinant les différences culturelles entre les étudiants français et américains au niveau des salutations démontre que les étudiants français peuvent trouver le «sourire américain» un peu artificiel—le trouvant quelque

comprise phonétiquement comme ... «you're just a little retard». L'étudiant vous trouve impoli et fait la tête. Quant à vous, vous le trouvez un peu agaçant pour être arrivé en retard! Vous venez de vivre un incident critique, c'est-à-dire un malentendu lié à des différences culturelles et/ou linguistiques. Les malentendus linguistiques sont très courants et arrivent souvent en raison de l'emploi de «faux-amis», des mots dont le sens est très différent, mais qui sont en apparence similaire, ou se prononçant de la même manière. Notre exemple purement linguistique «tu es en retard» est très simple et facile à identifier, mais les cas d'incidents critiques à cause des différences culturelles peuvent être beaucoup plus complexes—plaçant vos étudiants et leur interlocuteur francophone dans la position épineuse de devoir définir QUI a provoqué la chute dans un «piège culturel».

À l'âge de la mondialisation, les travaux portant sur les différences culturelles deviennent de plus en plus poussés. Un chercheur en sciences sociales très connu, Geert Hofstede (3), propose

une analogie entre les ordinateurs et l'être humain, comparant l'influence de la culture sur les individus à celle d'un logiciel sur un ordinateur. Dans l'analogie de Hofstede, tous les humains partagent



La description faite par Hofstede de la culture comme «logiciel de l'esprit»

le même matériel (ou *hardware*): par exemple, nous devons tous manger pour vivre. Mais ce que nous mangeons est culturel, comme la partie logicielle (*software*) d'un ordinateur. Par exemple, vous ne risquez pas de rencontrer un grand nombre d'Américains consommant du foie gras—même si certains en mangent. De manière similaire, un certain nombre de Français préfèrent manger un hamburger que du foie gras! En effet, il y a une partie individuelle de la culture qu'il faut garder à l'esprit. Il est important de discerner les différents éléments en jeu lors d'une rencontre interculturelle—la personnalité, la culture et la nature humaine.

Il faut être conscient du fait que les cultures, ainsi que leur perception, évoluent constamment—mais n'hésitez pas à consulter le site web d'Hofstede afin d'en apprendre plus sur les différences culturelles entre la France et les États-Unis [<http://geert-hofstede.com/countries.html>]. Vous n'êtes pas obligé de croire en ses conclusions, mais gardez à l'esprit que certains de vos étudiants américains peuvent percevoir tous les Français comme un «Français typique», et ces images peuvent influencer leurs décisions de ne pas continuer leurs études de la langue française.

Paula Jean Rucks
Georgia State University
[prucks@gsu.edu]

Références

1. Drewelow, Isabelle. «American Learners of French and their Stereotypes of the French Language and People: A Survey and its Implications for Teaching». *French Review*, 84:4 (2011) 764-781.
2. Garrett-Rucks, Paula. *The Emergence of U.S. French Language*

Learners' Intercultural Competence in Online Discussions. Doctoral dissertation. University of Wisconsin, Madison, 2010.

3. Hofstede, Geert. *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations across nations*. 2nd ed. Thousand Oaks, CA: SAGE Publications, 2001, p. 9.
4. Verdaguer, Pierre. «La France vue par l'Amérique: Considérations sur la pérennité des stéréotypes». *Contemporary French Civilization*, 20:2 (1996) 240-77.

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 10 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].

NEW! TROUSSE SCOLAIRE

The AATF has produced this pencil case containing ruler, pen, pencil, eraser, and pencil sharpener imprinted with messages in French. Use them for prizes or fundraisers
_____ trousse x \$4 each
(\$2.50 each for 10 or more)



_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

NEW! LA FRANCOPHONIE EN EUROPE

Special issue of *Dialogues et cultures* devoted to Switzerland and Belgium, edited by Marie-Christine Koop, former 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

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

2013 CONVENTION HIGHLIGHTS

Mark July 11-14, 2013 on your calendars! The 86th annual AATF convention will be held on those dates at the Marriott Downtown Hotel, 1 Orms Street, Providence, Rhode Island. We are planning a number of exciting activities as well as the usual excellent professional program.

Hotel Information

The Marriott Downtown Hotel is located a short walk from Waterplace Park, the Rhode Island School of Design Museum, the Johnson and Wales Culinary Arts Museum, and the Rhode Island State House. The convention rate is \$145 (+ taxes). There will be several options for reserving a room: on-line at [<http://www.marriott.com/hotels/travel/pvdri-providence-marriott-downtown/?toDate=7/13/13&groupCode=aataata&fromDate=7/8/13&app=resvlink>]; by telephone at 866-807-2171, give the group name "ASSN TEACHER OF FREN". 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 10, 2013**.

Registration

The Early Bird Registration Fee will be \$275 if paid by May 1, 2013. After June 10, 2013 the Late Registration fee of \$350 will apply. A special Full Registration Rate will also be available and will include the Welcome Luncheon and Banquet and a choice of excursion.

Program

We expect to have a full program of sessions and workshops with a number of additional features, including a *dictée*.

We are also exploring possible areas of collaboration with the *Alliance française* and the *Consulat de France à Boston*, as well as other groups regarding a keynote speaker, dignitaries, round table discussions, and other options.

Activities

Thursday, July 11: Welcome Luncheon where members can meet others from their region.

Thursday, July 11: Exhibit Reception to celebrate the opening day and where attendees can get a first look at what our exhibitors have to offer.

Friday, July 12: the annual *Dictée* will be held where members can try their hand at this uniquely French discipline.

Saturday, July 13: Special reception in honor of Bastille Day

Saturday, July 13: 2013 AATF Award recipients will be honored at our Awards Banquet.

Excursions

We are working with the Local Committee to organize a number of excursions for attendees before, during, and after the convention. These include a visit to Newport and perhaps Boston, architectural tours, and visits to local museums. We hope to have all these details finalized soon, and information will be posted on the AATF Web site as soon as it is available.

Academic Credit

We will again work with Webster University in St. Louis to offer one graduate credit for attendance at the convention.

Sightseeing and cultural activities

Summer is a wonderful time to visit Providence because there are festivals and entertainment throughout the city. The many fine museums, parks, sporting events, and performances await AATF members.

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].

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].

USING FILM SHORTS IN THE CLASSROOM: DEMAIN LA VEILLE

Recently, a committee of the Executive Council of the Virginia Chapter has completed the first Teacher's Guide for a film short entitled *Demain la Veille* (*Back to the Future*) by Julien Lecat and Sylvain Pioutaz. **Synopsis of *Demain la Veille***

This film follows a seemingly normal guy named Bob—however, there is nothing normal about Bob's world. He lives in an alternative universe where everything moves in reverse. The clocks tick backward, death is birth, people grow young rather than old, and knowledge is not learned but erased. One day, Bob begins to do everything "forward" and in doing so he becomes a social outcast who will be aggressively pursued by the reality police. Will he succeed in escaping their control, or will he be caught and brain-washed back into acting and thinking like the others? (In French with English subtitles)

If you are interested in purchasing the film and receiving a copy of the Teacher's Guide for *Demain la Veille*, please contact Amy deGraff at [adegraff@rmc.edu]. (Price: \$25, includes film, Teacher's Guide, and shipping. If you already own the film, you can purchase the Teacher's Guide for \$10).

**ÉTUDIANTS SANS FRONTIÈRES:
CONCEPTS AND MODELS FOR SERVICE-LEARNING
IN FRENCH**

Edited by Jacqueline Thomas

Fourteen university and high school teachers describe their successful academic-community collaborations. Providing a wealth of examples and experiences to be mined, this book is a godsend for French teachers seeking ways to give students a higher stake in enhancing their linguistic and cultural proficiency.

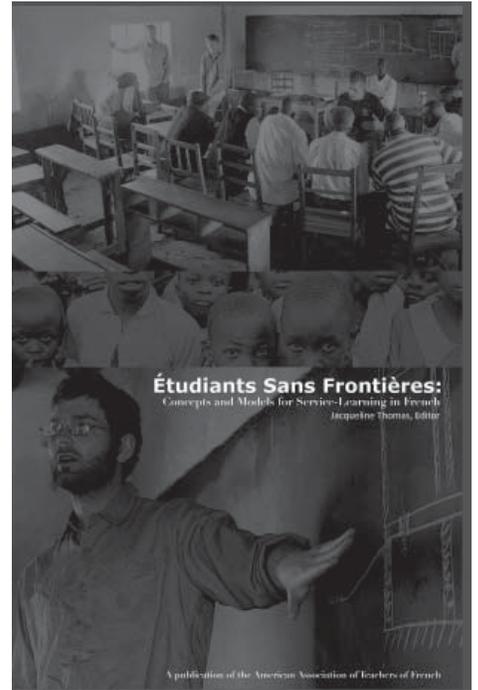
_____ *Étudiants sans frontières* x \$25 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ.,
Carbondale, IL 62901



Contents

Crossing Borders: Honing Language Skills through Service to Local Communities

- 1 Creating Service-Learning Opportunities in French for Future Teachers (Gascoigne, Faltin Osborn)
- 2 Integrating Service-Learning Projects in Advanced French Grammar and Composition Courses (Giusti)
- 3 Enhancing Undergraduates' Knowledge of French by Teaching Others: A Summer Camp for 4th and 5th Graders (Thomas)
- 4 Opening Doors with French in Elementary School Programs for Special Needs Children and Bilingual Education (Schein)
- 5 Expanding Boundaries by Integrating Service-Learning into the High School French Curriculum (Cone)
- 6 Beyond the Classroom Walls: How a Multimedia Study of Francophone Myths Creates a New Community of Learners (Bermont)

Blurring Borders: Refining Understanding of Francophone Culture and Literature through Partnerships with Haitians and West Africans

- 7 The Gift of Service-Learning with a Haitian Community (Madigan)
- 8 Learning For and With Others in Service-Learning (Madigan)
- 9 French Students Collaborate to Help Reconstruct Haiti (Enz)
- 10 Reaching Out to a Refugee Community through Service-Learning in Third-Year Composition and Introduction to Reading (Schein)

Dissolving Borders: Developing Communicative Competence through Interdisciplinary Collaborations

- 11 French Students Collaborate with Malian Villagers in their Fight against Malaria (Dunkel, Giusti)
- 12 French, Engineering, and Sociology Students Working in Mali: A Necessary Collaboration (Shams, Smith-Cunnien, George)
- 13 The Picom Initiative of the *Université du Québec at Trois-Rivières* (Lemay)

“ELLE A UNE POITRINE DE TIROIRS”

MACHINE TRANSLATION IN THE LANGUAGE CLASSROOM

If you've taught French for even a few months, you have probably come across an on-line translation error. It might be a compound noun translated literally (such as the one in this title), an idiomatic expression translated word for word (“il pleut des chats et chiens”), or a simple word choice error (“un ventilateur de sports”). Most of these errors are a harmless, natural by-product of language learning, and many of them are even funny. Students make these errors out of ignorance (they may not have not been taught to navigate dictionaries) and also out of laziness. Still other errors are more egregious, and many of us have experienced these as well: phrases, sentences, and entire paragraphs copied and pasted into an on-line translator.

According to the Oxford English Dictionary, machine translation (MT) is defined simply as “translation carried out by a computer.” It can be the mere translation of one word to another via an electronic resource or a series of words, sentences, or even paragraphs transformed by a machine. MT has been around for over 60 years, and although it has been problematic since its debut, it shows no sign of going away. Digital communications such as the Web have brought us closer, and today, with native English speakers representing less than 30% of Internet users, there is an increased need for translation from all corners of the globe. Logically, MT has seen considerable growth in the last decade, with more free translators producing better translations, many of them based on statistical machine translation methods such as those used by GoogleTranslate.

On the whole, language teachers have not warmed to this trend, and while some of us might see machine translation as a tool for language learning, others have both formal and informal policies that explicitly ban the use of machine translation in student work. Whether we say it in class or on our syllabi, machine translation is often equated with cheating. Despite such admonitions, however, students continue to use these tools; office hours confessionals have told us this much. But how widespread is this practice really?

With this question in mind, a group of faculty in the Spanish and French programs at Duke University decided to move beyond anecdotal evidence to investigate actual student practices. We

conducted a survey of 900 undergraduates enrolled in language courses at Duke. We were interested in finding out not only which translators students use, but also when they use them, why they use them, and most importantly, how they use them. In French, our survey reached 240 students enrolled in first through fifth semester courses. 17% of students reported never having used MT during the spring semester, and they did not complete the survey. Of those 83% of students who reported using MT in French, our findings were as follows:

Which MT tool did they choose?

Google Translate was the overwhelming choice of students (76%), followed by MS Word's built-in translator (11%). Free translation.com was listed by 6% of students. Some students listed Word Reference as a source for online dictionary use.

What did they translate? Most students used MT to translate phrases of 5 words or fewer (52%). Only 10% of students admitted translating entire sentences, and 4% reported translating full paragraphs. When asked to explain their usage, most students reported wanting to translate idiomatic expressions.

Did they find it helpful? A majority of students found that MT was helpful.

#	Answer	Response	%
1	Always helpful	37	19%
2	Sometimes helpful	127	66%
3	Rarely helpful	27	14%
4	Never helpful	1	1%
	Total	192	100%

When asked to explain how MT was helpful to them, students selected the following reasons:

#	Answer	Response	%
1	builds confidence	47	25%
2	helps increase vocabulary	152	82%
3	improves my grade	39	21%
4	increases my grammatical accuracy	80	43%
5	produces more native-like language	30	16%

6	saves time	82	44%
---	------------	----	-----

According to our survey, most students believe that MT improves their vocabulary and grammar. Nearly half find it to be a time-saver, but only 21% believe that it helps their grade. In their open-ended responses, numerous students explained that MT is “a good way to double check things that you are unsure about such as word order or agreement.” For many students, MT is not used to produce language, but to check language production. When we asked students for which tasks they found MT to be most helpful, almost half noted its usefulness for pre-writing activities and editing or double-checking work.

#	Answer	Response	%
1	pre-writing	79	42%
2	while-writing	69	37%
3	editing	71	38%
4	revising	40	21%
5	double-checking what you wrote in the Foreign Language	80	42%
6	reading directions	57	30%
7	reading comprehension of a text	65	34%
8	preparing oral assessments	16	8%
9	as a dictionary	105	56%

Did they find it to be reliable? A full 89% of French students reported finding an error in MT. When asked how they knew there was an error, students prioritized textbooks and classroom instruction. As one student said, “I went back and checked my work based on something I found in my textbook.” Another put it simply: “Class taught me differently.” Other students cited their own knowledge of French: “It [MT] would translate too ‘literally’ and miss the meaning of the sentence” or “It had the wrong sense of the word. Ex: Traffic Jam vs jam, the spread on toast.” In these examples, which were cited by students in higher level courses, students showed a more sophisticated understanding of grammatical structures.

Conclusions Based on this preliminary survey, we note three interesting

trends that also showed up across the other languages surveyed: (1) students use MT primarily to check their work; (2) students still look to their professors and textbooks as the primary and most reliable source of information; (3) students who cited errors had been taught to spot them.

It follows that any instruction we can give about when and how to use MT will be time well spent. Do show examples of how MT works and how it does not. Rather than demonizing MT, point your students to more reputable sites that are used by translators and show how it can support language learning. Likewise, don't hesitate to show them how MT can fail; case studies of failed marketing campaigns can be especially enlightening for those inclined to take short cuts. Finally, be concrete. Bring in large French-English dictionaries and encourage students to compare entries with on-line translation applications and Web sites. Building increased awareness of MTs capabilities and shortcomings will help support your students' language learning process.

Deb S. Reisinger
Duke University
[debsreis@duke.edu]

Further reading

- Correa, Maite. "Academic dishonesty in the second language classroom: instructors' Perspectives." *MJLTM*. 1:1 (2011) 65-79.
- Inside Google Translate. [http://www.youtube.com/watch?v=_GdSC1Z1Kzs] 22 October 2012.
- Internet World Stats. [http://www.internetworldstats.com/] 24 october 2012
- Niño, Ana. "Machine translation in foreign language learning: Language learners' and tutors' perceptions of its advantages and disadvantages." *ReCall* 21:2 (May 2009) 241-258.
- Somers, Harold, Federico Gaspari, & Ana Niño. "Detecting inappropriate use of free online machine translation by language students. A special case of plagiarism detection." Proceedings EAMT-2006: 11th Annual Conference of the European Association for Machine Translation, June 19-20, 2006, Oslo, Norway (41-48).

AATF ON-LINE STORE
www.frenchteachers.org

AATF STANDARDS MANUAL: *Making Global Connections Using French Language and Culture: Standards-Based Lessons for Novice through Intermediate Level Language Learners*

Learning scenarios developed by the AATF Commission on Student Standards. \$25 per copy (\$40 nonmembers).



Name: _____
Address: _____
City, State, Zip _____
Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

LAISSEZ 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

_____ Total enclosed

Name: _____
Address: _____
City, State, Zip _____
Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

NEW! T-SHIRT

We are pleased to announce a new T-shirt based on *Les Fables de la Fontaine*. Designed by a graphic design student at Southern Illinois University, each T-shirt features an illustration of a fable. *Le Lièvre et la tortue* now available.



_____ T-shirts x \$18 ____ S ____ M ____ L ____ XL
_____ T-shirts x \$19 ____ XXL

_____ Total enclosed

Name: _____
Address: _____
City, State, Zip _____
Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

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 _____

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, Société honoraire de français (for high school students) or French Club, Pi Delta Phi (for university students), 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. Nominations can also be made through the On-line Store.

AATF COOKBOOK: *CUISINER ET APPRENDRE LE FRANÇAIS*



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



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

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

LA VIE DES MOTS COLLECTION

We have collected five years worth of original *La Vie des Mots* texts, the accompanying *Mots chassés* from the *National Bulletin* as well as the *Corrigés* in one volume. \$15 each (\$20 nonmembers) or \$12 each for orders of more than 5 copies.

_____ *La Vie des Mots* x \$15 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

CALENDRIER PERPÉTUEL

On what day...

- was the Édit de Nantes revoked?
- was the Moroccan writer Tahar Ben Jelloun born?
- did France win the World Cup in soccer?
- is Labor Day in France?
- was the first yellow jersey created for the Tour de France?

These and many other facts regarding the French-speaking world are listed on the *Calendrier perpétuel* for every day of the year. A complete index of people and events and a Teacher's Guide are included. Newly revised and expanded. See page 34 for more information.

Answers: 22 novembre 1685; 1^{er} décembre 1944; 12 juillet 1998; 1^{er} mai; 19 juillet 1919.

BE SURE TO VISIT THE JNCL WEB SITE
www.languagepolicy.org

2013 ISE “LANGUAGE MATTERS” AWARD

The AATF is pleased to announce that Intercultural Student Experiences (MN) will again recognize an outstanding high school teacher of French at the AATF annual convention in Providence in July 2013. Previous recipients of this award are Marion (Mimi) Hagedorn (KY) in 2005, Davara Potel ♣ (OH) in 2006, Donna Czarnecki (IL) in 2007, Teresa Lambert ♣ (KY) in 2008, Beth Pierce ♣ (MS) in 2009, Megan Iranpour ♣ (KY) in 2010, Dawn Young (NC) in 2011, and Kadidia Dombia (GA) in 2012.

Tanya Gajewski, Director of Education at ISE, said: “ISE is committed to recognizing outstanding educators who inspire their students to speak French inside and outside the classroom. ISE is honored to provide this recognition in support of the creative and dedicated French language high school teachers who have made it their life’s work to provide the most meaningful and effective language immersion experiences for their students. This award is a reflection of our commitment to nonprofit educational travel organization ‘where language matters.’”

AWARD: The ISE Language Matters award will consist of a framed award certificate accompanied by a cash award funded by ISE.

ELIGIBILITY CRITERIA: The applicant selected for this award will be a high school teacher of French and member of the AATF who has achieved outstanding success in getting students to speak French through exemplary motivation and creative methods. In addition, the winner will be a teacher who has provided authentic immersion experiences outside the classroom for students to apply their speaking skills. Participation in an ISE program is not among the criteria.

DOSSIER: The following items, which should not be bound or stapled, constitute the nominee’s dossier: (1) A letter of nomination from an AATF member outlining why the nominee deserves the award and specifically addressing the criteria listed above; (2) A letter supporting the nominee from a school or district supervisor/administrator; (3) The nominee’s CV (with all contact information), plus the name of the school principal and his/her contact information, and the e-mail address of those providing letters in #1 and #2; (4) A personal statement from the nominee, noting evidence of activities, strategies, and techniques designed to promote and improve students’ speaking abilities in French, students’ achievements, and student exchange/travel

experiences, as well as other immersion experiences outside the classroom.

Deadlines: The nominee’s dossier must be received by **February 1, 2013**. It should be sent electronically in .pdf or Word format to [abrate@siu.edu]. The recipient of the award will be notified by April 1, 2013. The award will be presented during the AATF Convention in Providence, July 11-14, 2013. Questions about this award should be directed to [abrate@siu.edu]. For more information on ISE visit [www.isemn.net].



TECHNOLOGY COMMISSION CONTINUES TEACHER CHATS

The AATF will participate in the weekly #langchat (World Language teacher) conversation on Twitter on Thursday nights from 8-9 EST. To participate in the conversation, search and use the #langchat hashtag (theme) on the Twitter homepage [www.twitter.com] or by using TweetDeck. For more information, visit the #langchat Wiki [langchat.pbworks.com/w/page/39343677/Front-Page].

The AATF will host conversations on Chatzy [www.chatzy.com/aatfrench] on the third Sunday of every month from 7-8 EST. Future days and times will be discussed on-line and posted on the AATF Tech blog and on the AATF Web site. To participate, visit [www.chatzy.com/aatfrench] and join the room with the password: “chouette.”

2013 Central States Conference
A joint conference of the Central States Conference on the Teaching of Foreign Languages and the Ohio Foreign Language Association

March 14 – 16, 2013
Hilton Columbus Downtown
Columbus, OH

For more information, contact

Patrick T. Raven
CSCTFL Executive Director
PO Box 251
Milwaukee, WI 53201-0251
Phone: 414-405-4645
Fax: 414-276-4650
E-mail: CSCTFL@aol.com
Web: www.csctfl.org

AATF MATERIALS CENTER

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

NEW! Trousse scolaire: Pencil case, pen, pencil, eraser, sharpener, ruler with imprints in French. \$4 each or \$2.50 each for more than 10.

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

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

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

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)

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. 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)

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 5/31/13.

CALENDAR OF EVENTS

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (NECTFL), March 7-10, 2013, Baltimore MD. Information: Rebecca Kline, Executive Director, NECTFL, c/o Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; phone: (717) 245-1977; fax: (717) 836-7864; e-mail: [nectfl@dickinson.edu]; Web: [www.nectfl.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL), March 14-16, 2013, Columbus, OH. Information: Patrick T. Raven, Executive Director, CSCTFL, P.O. Box 251, Milwaukee, WI 53201-0251; phone: (414) 405-4645; fax: (414) 276-4650; e-mail: [csctfl@aol.com]; Web: [www.csctfl.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@aal.org]; Web: [www.aal.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].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT), April 4-6, 2013, Henderson, NV. Information: Jody Klopp, Executive Director, SWCOLT; e-mail: [jody.klopp@okstate.edu]; Web: [www.swcolt.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), April 11-13, 2013, Birmingham, AL. Information: David Jahner, Executive Director, P.O. Box 33615, Decatur, GA 30033; e-mail: [scoltdj@gmail.com]; Web: [www.scolt.org].

INTERNATIONAL READING ASSOCIATION (IRA), April 20-22, 2013, San Antonio, TX. Information: IRA, Headquarters Office, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139; Web: [www.reading.org].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA), April 27-May 1, 2013, San Francisco, CA. Information: AERA, 1430 K Street NW, Washington, DC 20005; phone: (202) 238-3200; fax: (202) 238-3250; Web: [www.aera.net].

COMPUTER-ASSISTED LANGUAGE INSTRUCTION CONSORTIUM (CALICO), May 21-25, 2013, Honolulu, HI. Information: CALICO, Texas State University, 214 Centennial Hall, San Marcos, TX 78666; phone: (512) 245-1417; fax: (512) 245-9089; e-mail: [info@calico.org]; Web: [www.calico.org].

ASSOCIATION OF INTERNATIONAL EDUCATORS (NAFSA), May 26-31, 2013, St. Louis, MO. Information: NAFSA, 1307 New York Avenue NW, 8th Floor, Washington, DC 20005-4701; phone: (202) 737-3699; fax: (202) 737-3657; Web: [www.nafsa.org].

9TH 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, July 11-14, 2013, Providence, RI. 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; 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, B201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; e-mail: [nnell@wfu.edu]; Web: [www.nnell.org].

INVITE AN ASSISTANT D'ANGLAIS INTO YOUR CLASSROOM

The AATF has a new program that will enrich the classroom experience of your students while providing them with up-to-date information about how a French school actually works. I hope that you will decide to take part in this unique program available only to AATF members.

For a number of years, the French government has placed native English speakers in the schools in France. The goal has been to have an *assistant d'anglais* in each classroom. Many of these assistants are recent American university graduates. Some of them may be your former students.

If you wish to invite an *assistant d'anglais* into your classroom, please write to Past-President Ann Sunderland at [mmesunderland@sbcglobal.net], giving her your e-mail address and your current address, including zip code. Ann will match you with a TAPIF (Teaching Assistant Program in France) alum who signed up for this program. Over 200 have already committed to participate. It will be up to you to contact the former participant and make all arrangements for a classroom visit. I hope to hear from you soon!

Ann Sunderland
Past-President

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].



AATF National Bulletin (ISSN 0883-6795)
American Association of Teachers of French
Mailcode 4510
Southern Illinois University
Carbondale, IL 62901

Periodicals
Postage Paid
Carbondale, IL
62901

REMINDER: IMPORTANT DEADLINES AND DATES

January 20	Deadline for applications for the ASFAP Scholarship (see page 4)
February 1	Deadline for applications for Ludwig Excellence in Teaching Awards (see page 17) Deadline for applications for ISE Language Matters Award (see page 33) Deadline for submissions to the April <i>National Bulletin</i>
February 15	Deadline for applications for AATF Summer Scholarships (see page 15) Deadline for applications for AATF Commission Chairs (see page 4)
March 1	Deadline for applications for the <i>Bourse d'excellence Gaston-Miron</i> and <i>Bourse Yolande-Simard-et-Pierre-Perrault</i> (see November issue) Deadline for AATF Small Grants (see page 16)
March 8	Deadline for applications for the <i>Bourse de recherche sur la situation des langues</i> (see November issue)
June 15	Deadline for Pre-Registration for the AATF Annual Convention (see page 27)
July 11-14	AATF Convention in Providence (see page 27)

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.