

NATIONAL BULLETIN

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AATF CONVENTION 2013: DESTINATION PROVIDENCE, RI

As chair of the Local Committee for the 2013 AATF Convention, I feel honored to welcome AATF members and presenters to the "Ocean State" and Rhode Island's capital city. The fact that my home state has had and continues to have a strong connection with the French-speaking world makes Providence an appropriate city to host an annual AATF Convention.

The smallest state in the union, Rhode Island also has the longest official name of any of the states: "State of Rhode Island and Providence Plantations." Its nickname, the "Ocean State," comes from the fact that although the state is only 37 miles wide and 48 miles long, its shoreline on Narragansett Bay in the

Atlantic Ocean runs for 400 miles. From the legendary mansions of Newport overlooking Narragansett Bay, the white sandy beaches of South County to the contemporary and culturally diverse metropolis that is Providence, there is much to do and see during your *séjour AATF à Providence*.

Rhode Island's connection to France and the French-speaking world dates to 1524 when explorer Giovanni de Verrazano, in the service of François I^{er}, explored the area around Block Island and Newport. In fact, the bridge connecting Jamestown to Newport, the Jamestown-Verrazano Bridge was named in his honor in 1992. In the 1780s, Jean-Baptiste Donatien de Vimeur, Comte de Rochambeau

arrived with an army in Narragansett Bay off Newport during the American Revolution. Commemorating Rochambeau's contributions to the Revolutionary War, Rochambeau Monument was erected in 1934 in King Park along Newport Harbor.

Another Frenchman who helped America win its independence from Britain was, of course, Marie-Joseph Paul Yves Roche Gilbert du Motier, Marquis de Lafayette. In 1778, Lafayette participated in the Battle of Rhode Island and later joined the staff of George Washington. His headquarters was in Bristol.

Rhode Island had its next connection with French culture in the nineteenth century when French Huguenot families and Belgians settled in Woonsocket in northern Rhode Island. These families were pioneers in Woonsocket's textile industry. As the textile industry grew, so did the need for mill workers. The first *canadiens-français* were recruited from Quebec to work in the mills in the 1840s. Nearly one million French Canadians emigrated to the New England region between the 1840s and the 1930s looking for a better life and to work in the textile industry. During this time, Woonsocket was the most Francophone city in the U.S. outside of New Orleans. The offspring of these immigrants would come to see themselves as Franco-Amer-

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icans. Today, French-Canadians are still the largest ethnic group in Woonsocket, and the city is proud of its French-Canadian heritage. This important history is showcased at the Museum of Work and Culture in Woonsocket, and an excellent *excursion en français* will be part of the convention program (see page 19).

Today, the Francophone community is alive and well as evidenced by the state's participation in the annual *Francophonie* celebrations each March. Francophone organizations such as the *Alliance Française de Providence* (established 1901), Club Richelieu, the Rhode Island AATF Chapter, French-American School of Rhode Island, *Le Foyer* social club, as well as various Francophone groups representing Canada, Haiti, and West Africa celebrate each year "la langue française et les cultures francophones."

The host city for the 2013 Convention is just one hour from Boston and three hours from New York City, making it an easily accessible capital city; T.F. Green Airport (PVD) is just ten minutes away with convenient train service, highway access, rental car options, and bus service connections.

Providence has a *mélange* of modern and historical attractions. In the summertime, much of "down city" transforms itself to celebrate the beautiful New England summers. Highlights of the capital city, some of which will be offered as excursions during the convention, include: College Hill on the east side of Providence which offers beautiful brownstone architecture as well as Brown University and Rhode Island School of Design; Federal Hill which is Providence's *quartier italien* complete with bakeries, restaurants, and pizzerias; Providence Place that is just minutes from the convention hotel, a \$500 million, 165 store, three-story modern mall; Waterplace Park, located along the Woonasquatucket River, the city's showcase for the arts and live entertainment, as well as bonfires lit on the river accompanied by classical and world music ("WaterFire" on Saturday evenings); an impressive neoclassical State House which has the fourth-largest self-supporting marble dome in the world; Benefit Street—one of the largest concentrations of colonial homes in the U.S.; Roger Williams Zoo, one of New England's biggest zoos; a vibrant arts scene, including Trinity Repertory Company, Providence Performing Arts Center, and the Rhode Island Philharmonic. Finally, Providence is one of the top culinary destinations in the U.S. and is home to the world-class culinary school at Johnson & Wales University (JWU). It

has been said that Providence has more chefs per capita than any other city in the U.S., and the resulting culinary diversity reveals itself in the city's fine dining establishments. The seafood fresh from Narragansett Bay is outstanding! French cooking classes will be offered as part of the convention program.

Let's not forget the majesty that is Newport, just forty-five minutes from the capital city. The legendary mansions of Newport, off Bellevue Avenue, often replicas of French *châteaux*, reveal what was the Gilded Age (1865-1914) and offers a glimpse into the lives of America's high society. An excursion to Newport will be part of the convention program.

I welcome all convention attendees to explore Providence and other attractions in the "biggest little state in the union." *À bientôt!*

Amicalement,
Michael Hébert
President, AATF Rhode Island
Chair, 2013 AATF Local Committee
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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 brainwashed 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).

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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.

MESSAGE FROM THE PRESIDENT

As spring arrives, recall the poem of Charles d'Orléans:

Le temps a laissé son manteau,
De vent, de froidure et de pluie,
Et s'est vêtu de broderie,
De soleil luisant, clair et beau.

Enjoy *le beau temps* and the approach of vacation. Hopefully, it will bring you the opportunity to relax but also to develop your professional skills. As a member of the AATF, you have some built-in opportunities. Every summer, you can meet your colleagues from around the country and even from around the world at the annual convention. You can be among the first to learn the current trends in foreign language education as you confer with the experts. You can learn new strategies for making your French classes among the most attractive in the curriculum. And you can enjoy a few days along the beautiful New England coast in Providence, Rhode Island.

Our theme this year is "Le Français, langue du 21^e siècle." When you come to the *congrès annuel*, you will hear experts from the University of Rhode Island and

many ways in which French continues to enrich our lives as a *langue du 21^e siècle*. Quebec is just around the corner from Rhode Island, and you will discover more about its cultures and traditions at the convention. You can also plan to travel there for the 2015 *congrès*. Are you or your students from the African or Caribbean countries? You can learn more about them also. If you are far removed from these areas of the world, all the more reason to learn about them and develop the multi-cultural vision of your students. These countries have a rich heritage of traditions, and a recent wealth of literary contributions. You will learn more about them through the various presentations at the convention. In addition, you and your students can share with these people through a number of service-learning projects. Read about them in the newest AATF publication: *Étudiants sans Frontières: Concepts and Models for Service-Learning in French*, edited by Jacqueline Thomas (page 11). You will get ideas for your own implementation.



the relevance of French today. You will learn how to advocate for French. If you have created, preserved, or increased a French program, we need your input to inspire others who are in a similar situation.

After all of this, do you find that you are unable to attend the meeting in Providence? While nothing can replace face-to-face contact, you can read selected papers that will be published on the Web site in a members-only section. You can consult the AATF Web site [www.frenchteachers.org] for countless resources and ideas. Visit the advocacy section if your program is threatened. Visit the National French Contest sec-

As French teachers, we believe that French is a critical language for the twenty-first century.

the University of Arizona who will share their successful dual-major programs with you. They prepare students for careers in business, technology, and engineering, to mention just a few. French has been these students' key to success in their work. It can be the same for your students. French is indeed the language of Charles d'Orléans, Voltaire, and Camus. It is also the language of science and technology, as it was for Pascal and Descartes, for Diderot and D'Alembert whose *planches* enhanced the *Encyclopédie* nearly three hundred years ago.

French remains the heritage language of many New Englanders. It lives today in several areas of the region: Fall River, Massachusetts, Northern Maine, and some sections of Vermont, among others. Immigrants from Haiti and western and northern Africa claim French as their first or second language. Many of them have settled in the New England area. Providence itself has a French heritage that goes back to the days of the American Revolution.

As you explore the New England coastal area and share with your colleagues at the *congrès*, you will discover

Americans often hesitate to speak or even learn another language. Our newly-appointed Secretary of State John Kerry broke that stereotype in several countries, including France, where he delivered his message in excellent French, thus gaining entrance into a world otherwise closed to him. One can transact business in English or through a translator but without the same success as through a casual conversation in the language of the client. French remains the third most important language in the world for trade and commerce. The U.S. does a great amount of trade with Canada, France, and Belgium. In some states, such as Connecticut, these three countries are the top trade partners. In others, especially in the eastern U.S., Francophone countries rank near the top.

We as foreign language educators realize the importance of language learning. As French teachers, we believe that French is a critical language for the twenty-first century. But do we know how to convince others? At the meeting in Providence, you will learn how some of our colleagues have done this successfully. You will receive statistics that show

tion to learn about the winners in this year's *Grand Concours* who have excelled among some 100,000 participants. Learn how you can participate next year, increase your students' skills, and prepare them in advance for AP. Visit the materials section to find links to authentic materials.

Once again, if you are unable to attend the convention, someone in your chapter no doubt will have participated. Go to your local meetings, and share with these colleagues. If your chapter does not come together regularly, look into technology as a means of connecting. It is imperative for teachers to share with one another. This is one of the main reasons why you are a member of AATF. No teacher should feel isolated, regardless of where you live. One of our goals is to help you to be an effective educator, one who knows the language and knows how to help others learn and appreciate it. Thus, we offer you the annual convention, the Web site, our publications, and individual help whenever possible.

As President of the AATF, I repeat my offer to come to your chapter if my schedule permits it and meet with the

members. I have met a number of you already at ACTFL, at the Northeast Conference, and at the Central States Conference this year and at other regional meetings in the future. I will also see many of you at the AP Reading in Cincinnati in June, and certainly in Providence in July. Meanwhile, may spring be a source of renewed energy, "où le temps a laissé son manteau de froid," and a source of inspiration for the remainder of the academic year. *À bientôt, à Providence!*



Mary Helen Kashuba, SSJ
President
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CALL FOR SPECIAL ISSUE

The *French Review* welcomes articles for a Special Issue on "La Grande Guerre et ses conséquences: histoire, mémoire, représentations." This special issue, to be published in May 2014, in commemoration of the centennial of the First World War, will be devoted to the multiple effects and consequences of the conflict on French and Francophone literature and culture. Scholars working in numerous fields are encouraged to submit articles: literature, film, *bandes dessinées*, cultural studies, historical issues. Multidisciplinary approaches are welcome. Relevant topics can include: the war's evolving representations; the social impact of the war; the soldiers from France's colonial empire; the place of women in French society during and after the war; "les années folles," when France discovered new aspects of American culture ("the lost generation;" Jazz music). Authors should consult the on-line Guide for Authors for the formatting requirements [frenchreview.frenchteachers.org]. Deadline for submission: **August 1, 2013**. Submitted articles should be sent to the Editor in Chief: Edward Ousselin [edward.ousselin@wwu.edu].

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.

ACADEMIC CREDIT FOR THE 2013 CONVENTION IN PROVIDENCE

The AATF is pleased to be able to offer 2013 Providence Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in St. Louis. The cost for one hour of graduate credit is \$160. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must preregister so that paperwork can be completed and staff can get an idea of the number of people interested.

PRELIMINARY SYLLABUS

College Graduate Credit (one credit hour)

- Participants should plan to register for and attend the entire conference beginning Thursday, July 11 and concluding on Sunday, July 14.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary session on Thursday, July 11.
- Participants may select from one of the following strands and attend related sessions scheduled throughout the convention or they may create their own theme-based plan.
 - French and Francophone Cultures
 - Literature and Teaching Literature
 - Language Learning
 - Teaching Techniques
 - Language Policy and Promotion

After the convention:

- Each participant will present a written summary of the conference which includes the following: (1) A summary and critique of each session attended; (2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work; and (3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by September 15, 2013.

If you are interested in receiving one hour of graduate credit, please register using the registration form on pages 21-22. You will receive official registration materials from Webster University. The instructor of record for this course will be Brian Kennelly formerly of Webster University [bkennell@calpoly.edu].

NEWS FROM THE EXECUTIVE COUNCIL

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

On January 1, 2012 **Mary Helen Kashuba, SSJ** (PA) assumed the Presidency of the AATF. **Ann Sunderland** became Past-President for a one-year term.

Nancy Wolman (NY) joined the Executive Council as a new Regional Representative for New York and New Jersey for a three-year term (2013-2015).

Catherine Daniélou (AL) and **Ann Williams** (CO) were re-elected to a second three-year term as Region III (South-east) and Region IX (Northwest) Representative respectively. We welcome all of these dedicated members to the AATF Executive Council.

SEVENTH AATF ADMINISTRATOR OF THE YEAR CHOSEN

We are pleased to announce that Thomas Lovett, Headmaster of St. Johnsbury Academy (VT), has been chosen as the 2013 AATF Administrator of the Year. The award is cosponsored by the AATF, Concordia Language Villages, and the French Embassy. The recipient received a framed certificate. A stay at Concordia Language Villages has been awarded to Kristi Hannett, a student of French at his school. Mr. Lovett was nominated by AATF member Kendra Paupst.

AATF ON-LINE STORE
www.frenchteachers.org

"RÉPONSES" RUBRIC—MAY 2013 SPECIAL ISSUE

Due to the importance of the topic ("Le français a-t-il un avenir aux États-Unis?") for our profession, readers will have the opportunity to respond, through short texts (maximum: 1,200 words) to the ideas presented in this issue of the *French Review*. This exceptional "Réponses" rubric will be published in Vol. 87: 3. Submissions should be sent by **August 15, 2013** to the Editor in Chief: Edward Ousselin [edward.ousselin@wwu.edu].

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Nous toucherons bientôt à la fin d'une autre année scolaire. Tous les printemps, je voyage aux congrès régionaux où j'ai l'occasion de rencontrer beaucoup de membres de l'AATF. Par contre, il est étonnant le nombre de professeurs débutant et de non membres qui passent devant le stand de l'AATF. Le corps enseignant se renouvelle mais il faut en même temps former ces collègues à la vie associative pour qu'ils deviennent des membres fidèles de l'AATF.

Congrès

J'aimerais commencer mon message en vous invitant à vous joindre à nous pour le 86^e congrès annuel qui aura lieu à Providence du 11 au 14 juillet. Si vous connaissez la ville de Providence, vous savez déjà que c'est une visite qui vaut la peine. Vous pouvez lire l'article en couverture écrit par le président du

Il est essentiel pour la bonne santé de notre association de contacter tous les professeurs de français quel que soit le niveau où ils enseignent. Si votre état figure sur la liste ci-dessus, je vous invite, à titre individuel ou par le biais de votre chapitre local, à (1) essayer d'obtenir une liste du département d'éducation de votre état; (2) de dresser une liste de toutes les universités dans votre état où le français est enseigné; et (3) d'essayer de recenser les écoles privées de votre état ou région où le français est enseigné. Puisqu'il y a des changements tous les ans et surtout de nouveaux professeurs qui arrivent, il est important de toujours mettre à jour ces listes. Même si vous n'avez qu'un nom et/ou une école, n'hésitez pas à nous le(s) communiquer à [recruit@frenchteachers.org]. Nous ferons des recherches par Internet pour retrouver une adresse complète ou le

nos membres actuels et potentiels. Nous essayons de mettre à la disposition des professeurs de français des outils pédagogiques et promotionnels et des stratégies pour l'amélioration de l'enseignement mais aussi pour la défense de programmes sous menace: (1) *Advocacy Depot*; (2) *Advocacy Wiki*; (3) *YouTube Channel*; (4) *Facebook Page*; (5) *Twitter Page*; (6) compte Flickr (tous à AATFrench); (7) articles réguliers dans ce *Bulletin* sur l'utilisation des nouvelles technologies (page 31). Servez-vous de ces ressources.

Commissions

Nous avons presque terminé la réorganisation des Commissions de l'AATF (voir la liste à la page 11) afin de les rendre plus actives dans la poursuite de projets qui pourraient aider les membres, pour augmenter la participation et pour recruter de nouveaux adhérents.

Le corps enseignant se renouvelle mais il faut en même temps former ces collègues à la vie associative pour qu'ils deviennent des membres fidèles de l'AATF.

chapitre de Rhode Island qui dirige le comité local. Il y a de quoi vous inciter à découvrir cette ville historique avec un riche héritage francophone.

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

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

Recrutement

Nos efforts de recrutement continuent. Notre liste des professeurs de français s'est agrandie à plus de 26.000 noms. Il nous manquent encore les listes officielles pour les états d'Arizona, de Californie, de Caroline du Nord, de Caroline du Sud*, du Colorado, du Dakota du Sud*, du Delaware, de Géorgie*, du Hawaï, de l'Idaho, de l'Iowa, du Kentucky, de Louisiane, du Maryland, du Massachusetts*, du Michigan, du Missouri, du Montana, du Nevada, du New Jersey, de l'Oregon, du Rhode Island*, du Tennessee*, de Virginie*, de Virginia de l'Ouest et du Washington. (*Les chapitres locaux ont pu nous fournir des listes qu'ils ont dressées eux-mêmes pour le recrutement.)

nom du professeur. Aidez-nous à promouvoir non seulement le français mais l'adhésion à l'AATF.

J'ai toujours cité le chiffre qui m'a été conté il y a bien des années de 30.000 enseignants de français aux États-Unis. Je crois qu'il y en a facilement 40.000. Aidez-nous à les identifier tous.

Promotion du français

N'oubliez pas en ces mois chargés de fin d'année de continuer vos efforts de promotion du français. Mettez en valeur vos meilleurs élèves avec un *Outstanding Senior in French Award* ou un *Excellence in French Award* (pages 17-18, 26), félicitez publiquement vos lauréats du Grand Concours, organisez une cérémonie d'investiture de nouveaux membres de la Société honoraire, transformez les activités du *French Club* en événements promotionnels, invitez les administrateurs et les conseillers scolaires à visiter votre salle de classe, envoyez aux mêmes administrateurs et conseillers des articles sur l'importance du français. Bref, ne négligez aucune occasion pour faire parler du français en dehors de la salle de classe.

Technologie

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

Contactez les présidents des commissions qui vous intéressent.

Semaine du Français

Vous trouverez à la page 25, l'annonce pour les Concours d'Essais et de Vidéos pour la Semaine du Français 2013 qui aura lieu du 5 au 11 novembre prochains. Le nouvelle affiche pour la Semaine du Français se trouve à l'intérieur de ce numéro, et l'affiche et les dates sont valables pour 2013 et 2014. Pensez à faire participer vos élèves et à organiser des événements pluridisciplinaires et médiatiques. Sortez le français de la salle de classe pour montrer aux décideurs et au grand public ce que les élèves savent et peuvent faire avec le français.

En plus des concours, vous trouverez pleines d'idées pour vous inspirer dans l'article de Kathleen Rhodes à la page 27. Vous pouvez également commander des articles (auto-collants, affiches, crayons) pour vous aider à fêter la Semaine du Français. Le site de l'AATF contient beaucoup d'idées pour des activités allant de grands spectacles jusqu'à celles, plus abordables, qui ne demandent pas de budget spécial.

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

Jayne Abrate
Secrétaire générale
[abrate@siu.edu]

PARLEZ-VOUS... POSTER SERIES



This series of six full-color 11x17" promotional posters for French teachers is based on the themes *Parlez-vous... histoire? ...cuisine? ...civilisation? ...sciences? ...sports?* and finally *Parlez-vous... français?* They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. Includes a 123-page guide for using the posters to promote French. Thumbnail sketches of the six posters can be viewed at [www.frenchteachers.org/hq/materials/material.html]. Send this form and payment of \$25 (members)/\$40 (non-members) to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733. Prices valid through 5/31/2013.

Name : _____
 Address: _____
 City, State, Zip: _____
 Telephone: _____ (H/W/C) E-mail: _____

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

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

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

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

Tant qu'elle chante, elle vit

___ \$55 Elementary: DVD and Workbook

___ \$59.95 Anniversary Edition (Advanced): Video and Workbook

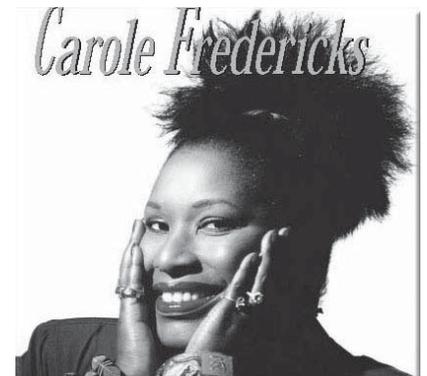
Couleurs et parfums

___ \$49.95 CD and Activity Book Total enclosed _____

_____ Check enclosed. Make check payable to the AATF.

_____ Credit card _____ Exp. date _____

_____ Security Code



Name _____
 Address _____
 City/State/Zip _____
 Daytime telephone: _____ E-mail: _____

REGIONAL REPORTS

REGION VIII: SOUTHWEST

Dans le sud-ouest américain, l'année 2012 a été chargée en événements, formations et activités diverses.

Formation et développement professionnel

Les chapitres de la région ont organisé des ateliers, conférences, séminaires et journées d'immersion, souvent en collaboration avec des écoles, universités et groupes francophiles locaux. Voici quelques exemples:

- Journée de Printemps sur le Québec (Californie du Nord)
- Soirée québécoise (Utah)
- Atelier «Outils de compréhension pour le nouvel examen AP» (Californie du Sud)
- Journée d'Immersion (Hawaï)
- Atelier sur la «Mise en évidence textuelle» (Hawaï)

Nombreux sont aussi nos membres qui ont présenté leurs travaux d'enseignement ou qui ont organisé des ateliers et des réunions lors de congrès

Partage d'idées / Communication

Les enseignants du sud-ouest ont partagé une mine de ressources pédagogiques, plans de cours et liens Internet dans des *Newsletters* (Arizona, Hawaï), annonces e-mail, blogs, sites Web et/ou Wikispaces (Utah, Californie du Nord, Californie du Sud, Nevada) mis en place par le chapitre. À noter aussi, les chapitres de la Californie du Sud et du Nevada sont maintenant sur Facebook!

Les membres se sont retrouvés autour de jeux de société (version française, bien sûr!) et en randonnée (direction les hauteurs d'*Ensign Peak*) pour les membres du chapitre de l'Utah, mais aussi autour de bonnes tables à Honolulu où a eu lieu le repas de Noël du Chapitre d'Hawaï suivi d'une tombola et de chants de Noël.

Initiatives pour les élèves et étudiants

Des centaines d'élèves ont passé le Grand Concours à tous les niveaux. Le Chapitre de la Californie du Nord a eu plus de 2000 élèves participants! Au rayon des festivités, on note le banquet

aux liens établis avec l'Alliance française d'Hawaï, les étudiants et enseignants du Chapitre d'Hawaï s'inscrivent à des bourses offertes par l'Alliance française locale. Prix-Le Chapitre de la Californie du Sud récompense les bonnes idées de ses enseignants et de ses élèves avec le Prix Sandy Jacquard, décerné à une leçon ou à un dossier pédagogique, et le Prix Yves Magloe pour un travail d'étudiant(s). Technologie-Pour se rapprocher de ses membres, le chapitre du Nevada envisage une grande réunion sur Skype entre les régions du nord et du sud. Ce même chapitre pense sonder les attentes de ses membres sur *Survey Monkey*. D'excellentes initiatives!

Pour terminer...

Un immense merci pour ses années de service à Margaret Harp qui a terminé son mandat de Présidente du Chapitre du Nevada en décembre dernier. Bravo aussi à Charlotte Van Wagenen, choisie *Teacher of the Year* par la *Utah Foreign Language Association*. Enfin,

Les chapitres de la région ont organisé des ateliers, conférences, séminaires et journées d'immersion, souvent en collaboration avec des écoles, universités et groupes francophiles locaux.

dans leur état:

- Congrès de la *California Language Teachers Association Conference*;
- *Southwest Conference on Language Teaching Conference*;
- *New Mexico Organization of the Language Educators Conference*;
- *Arizona Language Association Conference*;
- *Utah Foreign Language Association Conference*.

Enfin, plus d'une trentaine d'enseignants ont effectué le stage de formation «Enseigner le français aux apprenants du 21^e siècle». Cinq jours d'immersion complète! Les premiers inscrits ont bénéficié de bourses offertes par l'Ambassade de France. Cette formation assurée par des professionnels de l'enseignement a été menée à bien par le service culturel français des Consulats de France à Los Angeles et à San Francisco en partenariat avec le *California Foreign Language Project*. Les chapitres de la Californie du Nord et du Sud ont diffusé de nombreuses annonces pour encourager les membres de l'AATF à participer. La deuxième édition de l'Université d'été à Santa Barbara est en préparation et aura lieu du 19 au 24 juillet 2013.

organisé par le chapitre d'Hawaï pour ses lauréats.

La Semaine du Français a été célébrée dans les classes, les écoles et les universités. *Molière Than Thou* s'est joué pour le Chapitre de la Californie du Nord tandis que la Californie du Sud accueillait ses membres pour *La Peur des coups* de Courteline et *La Voix humaine* de Cocteau joués par la Compagnie Caravague.

Les élèves d'Arizona, d'Hawaï et du Nouveau Mexique ont participé à des rencontres éducatives et ludiques pour les inciter à continuer leurs études de français. Parmi celles-ci:

- *Language Fairs* à *Arizona State University* et à l'Université d'Arizona
- *World Language Expo, University of New Mexico*
- *Language Fair* de la *Clark County School District (Las Vegas) Foreign Language Association*
- *French Day* à l'Université d'Hawaï

On note aussi des séances gratuites de cinéma pour lycéens et étudiants au COL.COA City of Light City of Angels: A week of French Film Screenings (Californie du Sud).

Autres initiatives

Bons rapports de voisinage-Grâce

nous adressons toutes nos félicitations à Gregg Roberts, *World Language Specialist* au *Utah State Office of Education*, qui a été nommé Chevalier dans l'Ordre des Palmes académiques pour les *Dual Language Immersion Programs* qu'il a mis en place en Utah.

En attendant le plaisir de retrouver nos membres du sud-ouest au Congrès annuel de l'AATF à Providence en juillet 2013, je vous souhaite une excellente continuation dans tous vos projets!

Respectueusement soumis,
Marie-Magdeleine Chirol
Region VIII Representative
[mmchirol@whittier.edu]

REGION IX: NORTHWEST

The Northwest Region, stretching from North and South Dakota to Alaska, has energetic and committed members who were active in a variety of ways in 2012. In some chapters, the leaders have passed the torch to new teams, and in others, the generous officers continue to keep the energy of their chapters high. Communication and recruitment remain important issues throughout the region, and meetings and conferences provide opportunities for collaboration and sharing with members and the profession

at-large. The ultimate goal of enriching French programs and helping teachers and students is well met by our active chapters, thanks to the hard work of the officers and members.

It is important to recognize in this report the members from our region who have distinguished themselves in 2012. Among the group of AATF Future Leaders from last year's cohort is Sheryl Meservey from the Washington/Alaska/British Columbia/Alberta Chapter who has already taken on the responsibilities of Chapter Secretary. It is wonderful to see how this program has motivated new involvement (the current President of the same chapter was a Future Leader from the previous year). Teachers and administrators from the region were nominated for AATF awards, and one can only hope that this trend of seeking to honor our colleagues continues. Outside the AATF, members from the region are being recognized for their contributions. Former President of the Idaho Chapter, Sarah Nelson, was selected by the board of the Idaho Association of Teachers of Language and Culture as Idaho's World Language Teacher of the Year. The year 2012 marked also the coming of new faces to the leadership of the Colorado/Wyoming Chapter, where Maria Langley and Audrey Dehdouh have taken on the roles of President and Secretary-Treasurer, respectively. Idaho, too, held elections, and we welcome Kyle Schlagel to the ranks of officers, along with Maria Trebby, Secretary-Treasurer.

Concerning communication and recruitment, several chapters continue to maintain e-mail lists and send out regular communiqués to all members. Web sites and Wikis are updated, and the information sent out by National Headquarters is sent forward. Chapters have reported their attempts to gain access to lists of French teachers who are not yet members and are continuing their efforts to contact them. Another admirable effort to communicate with members is the delightful *Canard déchaîné*, the publication of the Washington/Alaska/British Columbia/Alberta Chapter. John Robin (J.R.) Allen puts an enormous amount of work into this on-line and print news bulletin that has chapter news, National AATF information, and wonderful articles. At the regional level, I wrote personally to members who had not renewed by mid-November, and several of these responded by getting involved anew.

Meetings are an important part of each chapter's activities, whether they are specific AATF get-togethers or whether they are AATF sessions at state and

regional conferences. Even participation of AATF members and officers at conferences is worthy of note (for example, the continued participation of long-time President Marie-Pierre Baggett) in North Dakota conferences. The Colorado/Wyoming Chapter has a meeting/speaker at each conference of the Colorado Congress of Foreign Language Teachers, with this year's focus being on the status of French programs in the two-state area. The Idaho AATF Chapter offered a wonderful opportunity for teachers with an immersion retreat. The Idaho AATF Chapter was also active during the Idaho Association of Teachers of Language and Culture Conference.

It is clear that we have many members in the Northwest Region who are strongly involved in the AATF and in the promotion of French. Students have the opportunity to participate in the *Grand Concours* and other activities thanks to dedicated Contest Administrators and others who sponsor language days and special events. We look forward to 2013 as new possibilities to promote French come to light, and we hope to meet with colleagues from around the U.S. in July in Providence.

Respectfully submitted,
Ann Williams
Region IX Representative
[gascona@msudenver.edu]

FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-83 (1927-2010) 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].

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.

SEE YOU IN PROVIDENCE!

July 11-14, 2013

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CELEBRATE NATIONAL FRENCH WEEK



NOVEMBER 5-11, 2013 & 2014



SPECIAL OFFER: NEW AATF FLYER

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

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

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

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

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

AATF PROMOTIONAL KIT

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

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *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. 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
 - _____ 50 World Speaks French pencils _____ AATF Notecards (2 sets of 12 cards)
 - _____ 25 *On est les meilleurs!* buttons _____ 25 Forward with French pens

Total (\$75 per kit): _____

This entire kit is available for \$75 (postpaid). This represents a 40% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders. Valid through 5/31/13.

Name: _____

Address: _____

City, State, Zip: _____

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

AATF 2013 NATIONAL COMMISSIONS

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

Contact President Mary Helen

Kashuba, SSJ [kashubam@chc.edu]

ÉTUDIANTS SANS FRONTIÈRES:

CONCEPTS AND MODELS FOR SERVICE-LEARNING IN FRENCH

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.

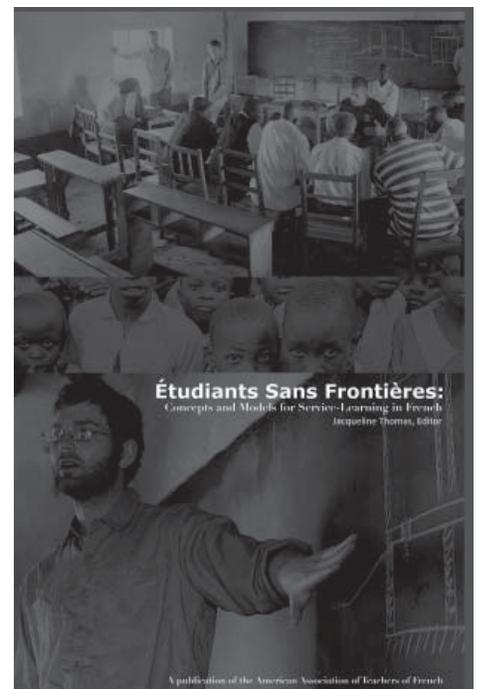
_____ *Étudiants sans frontières* x \$25 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbon-
dale, IL 62901





PROMOTIONAL FLYERS FOR THE CLASSROOM



Help Wanted: Encourage Students to Learn French

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

French By the Numbers

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

French is Not a "Foreign" Language

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

Why Learn French

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

Speaking French: An Investment in the Future

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

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

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

Why French FLES*?

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

To order these materials send your order and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org]. PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. 100 copies for \$12; 50 copies for \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers. Prices valid until 5/31/2013

Quantity (all prices cover first class postage & handling)	Cost
_____ Help Wanted	_____
_____ French By the Numbers	_____
_____ French is Not a "Foreign" Language	_____
_____ Why Learn French?	_____
_____ Speaking French	_____
_____ Ten Reasons to Learn French	_____
_____ Why French FLES*?	_____
TOTAL ENCLOSED _____	



Prices: 100 copies @ \$12; 50 copies @ \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers.

Name: _____

Address: _____

City, State, Zip: _____

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

IN MEMORIAM

Former AATF Regional Representative Eveline Leisner passed away on January 5, 2013 after living for twelve years with Alzheimer's Disease. Born in Germany in 1937, she was hidden from the Nazis with a Belgian family where she had to learn French. Thus, she always said she loved French because it saved her life. In 1960 she married Elkan Leisner, a fellow German survivor, and they began a life together filled with friends, parties, and laughter. A UCLA alumna, Madame Leisner taught at Birmingham High School 1967- 1989, after which she taught eight years at Los Angeles Valley College. She was active in many French education organizations such as the national AP exams, a term as President of the Southern California AATF Chapter, two terms as Regional Representative, and she was named *Chevalier dans l'Ordre des Palmes académiques* for her promotion of teaching French language and culture. In 2005 the AATF Chapter awarded her their Distinguished French Educator honor. Eveline was widowed in 1976. She is survived by two daughters, a stepson, as well as three grandchildren. To further medical understanding of Alzheimer's Disease, Eveline donated her brain for study to UCLA. Her family and friends are very proud of this, her final act of teaching. Donations in her memory to the Alzheimer's Association are appreciated by the family.

Notre amie et collègue, Eveline Leisner, vient de mourir après une maladie, longue, méchante, terrible, sans espoir. Sa vie fut une vie de ruptures, de dangers, de douleurs mais aussi de calme, de culture et d'amitiés. Première rupture à l'âge de deux ans; l'hitlérisme fait des ravages en Allemagne d'abord, où elle est née. La famille veut fuir vers les États-Unis, mais trop tard. Les frontières se referment, même plus d'ouverture vers les États-Unis. Eveline et sa famille reculent à Bordeaux devant l'annulation

du dernier bateau pour une traversée de l'Atlantique. Ils se réfugient à Bruxelles, peu après envahie par les troupes allemandes. Voilà alors Eveline «adoptée» par une famille belge de langue française. Premier déplacement linguistique; en plein ap-



prentissage de l'allemand avec ses parents, Eveline doit apprendre le français et surtout oublier l'allemand. Enfant «cachée», Eveline ne peut aller à l'école et est éduquée plus particulièrement par un membre de cette famille, «Tata», qu'elle a continué à appeler ainsi jusqu'à la mort de celle-ci. «Tata» était instituteur, et c'est grâce à elle que les fondements de la langue française ont été jetés à jamais dans l'esprit de l'enfant. Eveline, cachée pendant toutes ces années de guerre, à appris à ne pas se plaindre, à ne jamais gémir ni pleurer sur son sort. Lorsque les choses parfois allaient mal pour elle, elle disait: «Je m'adapte, j'ai toujours dû m'adapter». Cette famille belge, plus tard, a été honorée et a pris place parmi les «Justes».

Une nouvelle vie commence alors pour Eveline, lorsque sa famille (moins son père, qui sur dénonciation de voisins avait été expédié sans billet de retour à Auschwitz). En 1947, ils prennent le bateau pour les États-Unis; première escale à Ellis Island, ensuite Kansas City, puis définitivement, Los Angeles. Deuxième rupture: l'apprentissage d'une autre langue, l'anglais, et l'abandon (temporaire) du français comme langue principale. À la maison elle entendait l'allemand parlé par sa mère et son beau-père, parlait français avec son frère de sept ans plus âgé et l'anglais à l'école et autour

d'elle. D'où son grand talent de linguiste; elle passait facilement d'une de ces trois langues à l'autre. En classe de septième elle avait été projetée avec les élèves de langue anglaise, sans distinction ni favoritisme spéciaux. Ses premières amies l'avaient beaucoup aidée, surtout pour acquérir une prononciation correcte.

Après avoir terminé ses études secondaires, elle a travaillé dans une maison de couture; elle aurait aimé être active dans la mode. La vie l'a orientée différemment: études de français à UCLA où elle termine avec un diplôme de Masters. Commence alors sa carrière dans l'enseignement; premiers pas à Beverley Hills High School où elle façonne son métier sous la houlette plaisante de son «mentor teacher», Sandy Jacquard, avec qui elle forgea de longs liens d'amitié. Une partie de la carrière d'Eveline s'est passée à Birmingham High School où elle a formé d'excellents étudiants qui l'adoraient, fascinés par son enthousiasme et son style passionné pour communiquer son amour du français, langue, qui, disait-elle l'avait «sauvée» pendant la guerre. Tout en enseignant (que de grands succès ses élèves ont obtenus à l'AP!), elle participait aux activités de l'AATF, où elle mettait tout son cœur et son dévouement, et pendant de longues années elle a été déléguée régionale pour le sud-ouest.

En juillet 1994 elle a été nommée Chevalier dans l'Ordre des Palmes académiques, honneur dont elle était très fière; je me souviens de l'avoir accompagnée à Paris, place du palais Royal, pour acheter cette petite décoration violette.

Autre coup du sort: jeune elle avait perdu son mari et fut seule pour continuer à élever ses deux filles.

Beaucoup d'amis pourront se joindre à moi pour partager cette immense tristesse de perdre une grande amie et une grande dame.

Colette Dio
Nancy, France

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.



PROMOTIONAL MATERIALS FOR THE CLASSROOM



Promotional DVD: *Open Your World with French/Le français m'ouvre le monde* (now available on DVD)

10-min. DVD to encourage American students to study French. It is fast-paced and entertaining and can be used to recruit students of all ages as well as to show parents, administrators, counselors. \$15 (members)/\$18 (nonmembers)

Promotional DVD: *Forward With French*

10-min. DVD of testimonials from business people who use French in their work, including a travel agent, immigration lawyer, and businessman. It shows why French is still the language to learn. \$15 (members)/\$18 (nonmembers).

Promotional DVD: *Forward with FLES**

11-min. DVD encourages French FLES* programs with comments from experts, administrators, and teachers. \$15 (members)/\$18 (nonmembers).

Tee-Shirt: *Le français m'ouvre le monde*

The front shows a map of the world with areas where French is the official language highlighted in red. The back lists in French areas where French is the official language under the heading *Ici on parle français*. Navy. Sizes: L, X, XXL. \$18 (L or XL), \$19 (XXL)

Calendrier perpétuel

Revised and expanded volume highlights significant events in French and Francophone history as well as birthdates of famous Francophone individuals. Resource list of Web sites and bibliography, extensive index of the people listed, glossary, and brief Teacher's Guide. \$15 (members)/\$18 (nonmembers)

Parlez-vous...Poster Series

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

Cuisiner et apprendre le français

Cookbook with 34 illustrated recipes (French and English) accompanied by classroom activities and reading texts. Glossary. \$25 members)/\$40 (nonmembers)

Making Global Connections Using French Language and Culture: Standards-Based Lessons

Manual produced by the AATF Student Standards Commission containing learning scenarios for novice through intermediate learners. \$25 (members)/\$40 (nonmembers)

Vive le français! Activities for the French Classroom

Collection of Classroom Activities and *Salut les jeunes!* activities from past issues of the *National Bulletin*. \$30 (members)/\$40 (nonmembers)

Les Fables de la Fontaine Activities Manual

Collection of Classroom Activities activities to accompany the 2009-2010 National French Week poster. \$20 (members)/\$30 (nonmembers)

To order these materials send your order and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org]. Prices valid until 5/31/2013.

PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted.



Quantity	Size	Cost
___ FMLM Tee-Shirt @ \$18	M L XL XXL (circle size required) (add an additional \$1 for XXL)	_____
DVDs		
___ <i>Open Your World</i> (\$15/\$18)	___ <i>Forward with French</i> (\$15/\$18)	_____
___ <i>Forward with FLES*</i> (\$15/\$18)	___ All three on one DVD (\$45)	_____
Publications		
___ <i>Calendrier perpétuel</i> (\$15/\$18)	___ <i>Cuisiner et apprendre le français</i> (\$25/\$40)	_____
___ <i>Parlez-vous posters</i> (\$25/\$40)	___ <i>Making Global Connections</i> (\$25/\$40)	_____
___ <i>Vive le français!</i> (\$20/\$30)	___ <i>Les Fables de la Fontaine</i> (\$20/\$30)	_____

TOTAL ENCLOSED _____

Name: _____

Address: _____

City, State, Zip: _____

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

PRESERVING MISSOURI'S OLD MINES DIALECT

This article appeared in the February 2013 issue of *Missouri Life*. It is reprinted with permission. For more information, visit [www.MissouriLife.com]; tel: (800) 492-2593. For a direct link to the magazine itself, go to: [<http://viewer.zmags.com/publication/952e80f8#952e80f8/1>].

"C'est bon d'vous dzire" are the words French settlers in the Old Mines area of Missouri spoke to begin telling folk stories to their children in the mid-1700s and continuing into the early 1900s. But they didn't speak standard French.

No they spoke Missouri French.

As late as 1930, Missouri French was the first language spoken by about one thousand people in southeastern Missouri. The origin dates to when French miners and trappers arrived from Canada in about 1720. Even more stunning is that Missouri French still survives.

But after a lifespan of more than 250 years, the dialect is close to extinction. Area residents estimate fewer than 10 people remain fluent, although many more know a few words and phrases left over from when Missouri French was spoken by their grandparents.

Missouri French is one of the three variations of French that originated in the United States. The other versions are Louisiana French (which includes Standard, Creole, and Cajun French) and

New England French (essentially Canadian French), both of which remain vibrant.

The Missouri French dialect consists of words adapted to meet the needs of a French community living on the French-American frontier where a variety of cultures mixed. While the foundation of Missouri French is Canadian French, newly arriving French-speaking settlers soon began incorporating words being used by people of other cultures encountered in the area. Native-American, African, Cajun, and English words were all adapted, and the mixture became Missouri French. Eventually the new language incorporated its own accent.

Make an inquiry around the Old Mines area as to who is knowledgeable about Missouri French today, and the first name

mentioned is Kent Bone, an amateur historian. He not only speaks the dialect but also is a student of the French history of the area and is knowledgeable about how the language varies from Canadian to classical French.

"The Missouri French accent is closer to Canadian French than it is Louisiana French," Kent says. "But the vocabulary used is closer to that of Louisiana French."

Kent lived in Quebec for two summers and Louisiana for a year. "After I began speaking in French and threw in some Missouri French words from here, I

21 north of Potosi and about forty-five to fifty miles west of Ste. Genevieve. The territory encompassed a series of lead deposits mined for the king of France and the communities of De Soto, Festus, Bonne Terre, and Richwoods, in addition to Old Mines.

The demise of Missouri French has been prolonged for many reasons. First, the area remained geographically isolated late into the early 1900s. There were few roads, and the railroad bypassed the area, so outside communication was minimal. Oral traditions such as the music and story-telling of folk tales also helped perpetuate the language.

Also, French settlers arranged their land in long strips similar to those in Normandy, France, instead of the traditional American practice of plotting large rectangular homesteads. The purpose was to enjoy the neighborliness of a village life and also to give every property owner access to water in Old Mines Creek.

Out of this an emphasis on loyalty to family and community developed, precluding the need to adapt to the American ways that were increasingly surrounding them. Records indicate as many as thirty separate tiny hamlets of French were scattered throughout the area.

While French communities such as Ste. Genevieve and Cape Girardeau were being assimilated, some French families were attracted to the Old Mines area by the local St. Joachim Catholic church, which continued to offer Mass and sacraments in French.

Mining also contributed to keeping the area isolated. Lead and, later, tiff were mined by hand on surface mines, and the French dominated the labor pool.

The demise of Missouri French began early in the 1900s when compulsory schooling became law in Missouri. Students from old French families came to school without the slightest knowledge of English, which was viewed by state officials and teachers as a barrier to assimilation.

Next, physical labor used for surface mining was replaced by machinery that depleted the number of miners and people with a French heritage who could make a living in the area. English became the route out of the mines to mainstream

CELEBRATE MISSOURI FRENCH!

Learn more about the historic Old Mines area of Missouri from the Old Mines Area Historical Society [www.omahs.weebly.com]. And meet Dennis Stroughmatt, and internationally famous Missouri French musician at [www.creolefiddle.com].

Get in the spirit and join in at one of these fantastic French events:

La Fête à Renault, Old Mines, third weekend in May

This mid-May, three-day weekend festival celebrates the arrival of a contingent of lead miners led by Philippe Francois [sic] Renault who settled in the area in the early 1700s. Bread is baked in brick French ovens reminiscent of the time early French settlers inhabited the area. More than two hundred reenactors stay in the green below St. Joachim Church, spending the weekend living and dressing as though it were 1850. The festival is sponsored by La Brigade à Renault. Tel. 573-438-5350.

Fête de l'Automne, Fertile, First Sunday in October

The yearly highlight of this traditional festival held the first Sunday in October is internationally famous Dennis Stroughmatt who sings songs in Missouri French. Storytelling, a chicken-and-dumplings dinner, French sausage, and *croquinoles* (French pastry made fresh on-site) are part of the festivities. The event is sponsored by the Old Mines Historical Society. [www.omahs.weebly.com/annual-fecircte.html]. Tel: 573-854-0500.

would get some strange looks," he says. "It does not take long for someone to ask what version of French I am speaking. When I explained the origin, they were surprised."

Dennis Stroughmatt makes his living singing songs that are hundreds of years old in Missouri French. "Because of the isolated area where Missouri French was spoken, many of the words are similar to Old Norman French dating to the 1700s," Dennis says. "I am likely the only singer who has had anthropologists come to my concerts for a reason other than listening to the music."

Missouri French was spoken in a 150-mile wide area around Old Mines, which itself is a small village on Route

job that promised a brighter future.

In addition, early in the 1920s the sisters at St. Joachim began to use only English in their classes.

Finally, improved highways and forms of communication, all in English, easily penetrated the isolation of the Old Mines community, and people with different ethnic backgrounds, all of whom spoke English, moved into the area.

"Still, the language did not really end," Kent says. "It was not spoken in public but continued in use among family and friends. I still hear Missouri French words and phrases spoken by young kids in the area. The only place they could have heard them is in their home."

Some of these phrases can be less than polite and lively. Ever-popular cuss words are still in vogue, Kent says, such as *maudit*, which means damn.

"The language of the miners could be colorful," he says. "Names of animals and food are still used, the most common being *bouillon* for both chicken broth and a house party."

Natalie Villmer, who learned songs in Missouri French from her father and whose family has been in the Old Mines area since 1810, says more people know the dialect than want to admit it. "But most have had an embarrassing experience speaking Missouri French in their childhood, and they still carry that around with them," she says.

In Natalie's family, her parents and grandparents were fluent, but her father did not want her to speak Missouri French because of an incident when he was a young boy.

His parents sent him to the store with instructions to buy something, and they gave him the English word to remember since the shopkeeper spoke only English. When he got there, he had forgotten the word, and because he could not com-

municate in English, people made fun of him. "He never got over it," Natalie says.

In fact, even people speaking classical French would not accept the dialect as French," Natalie says. "As a result, Missouri French speakers never felt that their language was good enough simply because everyone told them that it wasn't. Outsiders would say, 'That's not French.'"

Still, Natalie did pick up some of the language while living in a home where her parents and grandfather were fluent.

What she learned came in handy in the 1970s when a teacher named Rosemary Hyde was studying the Missouri

lie recalls. "Then she published a book, *It's Good to Tell You: French Folktales from Missouri*, in 1981 containing the folk tales in both English and Missouri French.

Kent says, the title, *It's Good to Tell You*, or *C'est Bon d'Vous Dzire*, was the storytellers always started a folktale, and the phrase is the opening to each of the twenty-three stories in the book.

Natalie sang many of the songs that Hyde taught her at the Folklife Festival last July on the Capitol Mall in Washington, D.C., sponsored by the Smithsonian Institute. "The Smithsonian invited Dennis Stroughmatt and me to talk about

Missouri French and to sing our songs as part of the festival," Natalie says.

In fact, the popularity of Dennis's [sic] music might ultimately be responsible for the survival of Missouri French. He tours internationally, exposing the dialect to thousands of unsuspecting people yearly, ensuring the dialect lives on. "One of my goals is to preserve the language, as well as the Missouri French culture and music," he says.

Exactly how many people are still totally fluent is elusive, say Dennis and Kent, but they believe it is fewer than ten. Both estimate there are forty to fifty people with some degree of fluency. "Recently,

I was singing, and an older gentleman greeted me in Missouri French and told me he had a song he wanted me to sing that he learned from his grandmother," Dennis says. "It was a wonderful version of *Quand J'étais Petit*, which translated means, *When I Was Little*."

Sometimes Dennis spreads the knowledge of Missouri French through conversation with a surprised listener who has mistakenly assumed he is speaking Cajun French. In Quebec not too long ago, he told someone, "*Mais, ca [sic] fait fraitte*

LEARN MISSOURI FRENCH

Feedou
A common name men call each other. It comes from three words, *filie de rue* meaning "girl of the street." Even locals don't realize the word's true meaning.

Quin donc ca
Meaning, "Here take it," this phrase is used in several occasions: When someone walks in and you are surprised. When you give someone something. When playing cards.

Quin or Quin donc
If you have a good hand, you slap the cards down and say this phrase.

MISSOURI FRENCH	ENGLISH	FRENCH
Gardez donc!	Looky there!	Regardez donc!
Coute donc!	Listen there!	Ecoutez donc!
un bétail	insect	un insecte
une esquilette	skillet	une poêle
une galette chouage	fried pastry	une pâtisserie frite
une pétard	pea shooter	une sarbacane
un étourneau	blackbird	un merle
un rat de bois	possum (rat of the woods)	un opossum
un chat chouage	raccoon (wild cat)	un raton laveur
une ouaouaron	bullfrog	une grenouille taureau
une pistache	peanut	une cacahuète
poc à poc	slow moving	ralentir le déplacement
une patate	potato	une pomme de terre
une cuisine	kitchen	une cuisine

French dialect in the Old Mines area.

"Hyde had discovered some old wax disks from the early 1900s that contained about 20 folk stories in Missouri French that had been handed down for generations," Natalie says.

"Hyde spoke classical French and was a musician, and she used six locals who still understood Missouri French but could not read it to interpret what was on the disks.

Once translated, she put the words to music and taught the songs to us," Nata-

dehors," which when translated "Man, it is cold outside."

According to Dennis, the man agreed and answered in Canadian French, and then seemed puzzled and asked where he had learned the word *fraitte*. When Dennis replied it was "Missouri French for cold" versus the traditional *froid*, he was told it was a word that had not been used in French for hundreds of years, though Kent says the word is still used in North American French variants.

Dennis has discovered that many of the songs he learned in Missouri French are played using the same tune wherever French is spoken. A recent article in *Archaeology* magazine quoted Dennis as explaining the joy he gets "singing songs that are as much as five hundred years old with people are two or three times my age, in a language that by all historical accounts should have been dead two hundred years ago." He says it is hard to convey in words the pleasure the experience continues to bring him.

"I do think that some of the music is going to survive, even if the language doesn't," he says. "If I have anything to do with it, I am going to make sure that it remains at least in my lifetime."

A more visible reminder of the Old Mines heritage are the French names that date to the early 1800s and can be found in the phonebook and seen on area mailboxes.

"There are plenty of Aubuchons, Bequettes, Bourbans, Lalmondieres, Rouleaus, and Thebeau families still living here, as well as many others with French surnames," Kent says.

Many of the same names can be found in the old parish cemetery with a traditional French iron cross marking the graves, another symbol of the cultural legacy of the area.

Other reminders include a few French signs like the one outside the local barber shop *Le Barbier*. A yellow and black sign alongside Kent's driveway of a *lutin* crossing, which is a mythical French hobgoblin.

Kent is also working on establishing a recreated 1800s-era Missouri French village on fifty acres just outside of Old Mines. Consisting of six donated log cabins that were homes to French families in the area and which have been moved to the site, the long-term plan is that the village will be open weekends and be staffed with local craftsmen and docents who will explain the unique heritage of the area.

During the summer of 2012, several traditional mud-daubing parties were held, and local descendants of the own-

ers of each cabin helped seal the spaces between the log walls with *bouillage*, a historical building material consisting of a mixture of clay and hay.

Kent sums it up this way: "Old Mines is one of the oldest settlements in North America that is almost entirely under the radar," he says. "But, *On est toujours icitte*. We are still here."

For videos of Natalie and Dennis singing, visit [www.MissouriLife.com].

AATF MEMBERSHIP DRIVE

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

How It Works

We are offering a special pay-two-get-one-free incentive to current members to recruit new members. If the current member can get two new members to join, 2013 membership will be free. The requirements are:

- the two new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- the current member's preprinted renewal invoice should, if possible, accompany the two new forms;
- if the current member has already paid 2013 dues, the free membership will be applied to the next year; no refunds will be made.

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

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

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

AATF OUTSTANDING SENIOR IN FRENCH AWARD

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

To qualify for the award, a student must:

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

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

There is no deadline for this award. The nomination form is posted on the AATF Web site and on page 18. See Excellence in French Award on page 26 as well. Nominations can also be made through the On-line Store.

AATF OUTSTANDING STUDENT APPLICATION FORM

_____ Outstanding Senior in French

_____ Excellence in French

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 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)
(both awards include a certificate and press release, and congratulatory letter to an administrator, Senior Award includes 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 or *Armes de Paris* Medal for Excellence awards)

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 _____

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, RI. We are planning a number of exciting activities as well as the usual excellent professional program.

Hotel Information

The Marriott Downtown Hotel is located on Orms Street, a short walk from numerous downtown attractions. The convention rate is \$145 (+ taxes) per night. For best results, make your reservation on-line at <http://www.marriott.com/hotels/travel/pvdri?groupCode=aataata&app=resvlink&fromDate=7/8/13&toDate=7/13/13> You can also make your reservation 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 11, 2013**.

Registration

The Early Bird Registration Fee will be \$250 if paid by **June 11, 2013**. After June 11, 2013 the Late Registration fee of \$325 will apply. A special Full Registration Rate of \$350 will include, in addition to registration, the Welcome Luncheon, Awards Banquet, Walking Tour, and one workshop (see the registration form on pages 21-22).

Program

We will have a full program of sessions and workshops with a number of additional features, including a *dictée* (see workshops on page 20 and a partial list of sessions on page 37). The Preliminary Program is now posted on the AATF Web site and will be updated with day/time/room information as it becomes available at www.frenchteachers.org/convention.

Activities

Thursday, July 11 (12:00-1:30 p.m.): Welcome Luncheon where members can meet others from their region. Cost for buffet: \$35 per person (spouses and guests welcome).

Thursday, July 11 (4:00-7:00 p.m.): Exhibit Opening Reception 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: Reception sponsored by the *Consulat de France à Boston* in honor of Bastille Day.

Saturday, July 13: 2013 AATF Award recipients will be honored at our Awards Banquet. Buffet and cash bar. Cost: \$50 per person (spouses and guests welcome).

Activities and Excursions

Excursion to the Museum of Work and Culture in Woonsocket (Thursday, July 11, 1:30 p.m.-5:00 p.m.)

This interactive museum presents the story of immigrants who left Quebec to find a better life in the mill towns at the end of the 19th and the beginning of the 20th centuries. Experience life in rural 19th-century Quebec. From there cross the border into the U.S., and begin a journey through the workday world of Woonsocket's residents. Exhibits recreate the new settlers' lives. Also included, a visit to St. Ann Arts & Cultural Center which is Woonsocket's own Sistine Chapel, showcasing the largest collection of frescoes in Northern America as well as stained glass. The church has been a second home to many French-Canadian immigrants since the early 1900s. Cost: \$40 per person (min. of 25 participants needed) which includes transportation and entrance fees (pre-registration required; spouses and guests welcome).

Walking Tour (Thursday, July 11, 3:30-6:00 p.m.)

A Rogues Island Tour. Ninety-minute guided walking tour of Providence's Independence Trail, led by Robert I. Burke, trail founder, fourth-generation Rhode Islander, and *bon vivant*. Special attention will be given to the role of the French in our history. The trail is full of scandals, intrigues, and drama that has made "Rogues Island" what it is today! Cost: \$20 per person; short taxi ride to the departure site (pre-registration required; spouses and guests welcome).

Walking Tour (Friday, July 12, 3:00-6:00 p.m.)

Historic District. The John Brown House Museum is Rhode Island's most famous 18th-century home. The museum tour tells the story of family life as lived by John, his family, and descendants. There were connections to France, since John Brown understood that to be a man of culture and distinction meant buying art from France and making certain his children learned to speak French. Also visit Benefit Street, College Hill, and the Riverwalk. This Colonial thoroughfare

shows off an enviable collection of 18th- and early 19th-century frame houses. The presence of the Rhode Island School of Design on this street is an indication that today this street speaks to Providence's interest in art and design and is home to a thriving art community. Cost: \$28 per person; short taxi ride to the departure site (pre-registration required; spouses and guests welcome).

Soirée restaurant (Friday, July 12, 7:00 p.m.)

Choose from one of three of Providence's finest restaurants: Brasserie Bravo, Pot au feu, and CAV. Menus will be posted on the AATF Web site as available. Cost: \$45 per person (spouses and guests welcome). Transportation not included, but restaurants are only a short taxi ride from the hotel.

Johnson & Wales Cooking Class (Saturday, July 13, 1:00-4:00 p.m.)

The College of Culinary Arts at Johnson & Wales University is home to one of the most respected culinary programs in the world, creating chefs who are leaders in the field. Their Chef's Choice© recreational cooking classes are an innovative program which combines hands-on experience with demonstrations under the direction of professional chef-instructors. Participants may choose from *La Cuisine française facile* and *La Cuisine provençale*. Both are tailored to provide an entertaining and educational culinary experience for beginners and more experienced cooks alike. Cost: \$80 with enrollment limited to 18 per class. Transportation is not included, but it is only a short taxi ride from the hotel. **Deadline for enrollment is May 31, 2013**. After that date, enrollment will be opened to the public, and classes fill up quickly.

Academic Credit

We will again work with Webster University in St. Louis to offer one graduate credit (see requirements page 4) for attendance at the convention (\$160 for one-hour graduate credit, see registration form pages 21-22).

Post-Convention Excursion to Newport (Sunday, July 14, 11:00 a.m.-6:00 p.m.)

Tour in Newport with a French-speaking guide, includes a visit of the renowned mansion of the Gilded Age "The Breakers" in French, tour of scenic Bellevue Avenue, lunch on your own in Newport, and time for sightseeing on the famous Cliff Walk. Cost: \$60 (min. of 25 participants needed; pre-registration required; spouses and guests welcome).

AATF CONVENTION WORKSHOPS

The following three-hour workshops will be offered during the convention. Preregistration (see form pages 21-22) is required (\$30 per workshop) for some of them as indicated in the descriptions. One workshop is included if you select the Full Registration Option (which also includes a Walking Tour, Luncheon, and Banquet).

le jeudi 11 juillet de 13h30 à 16h30

W102: Thinking about Syncing? 21st-Century Technology in the World Language Classroom

Intervenante: Catherine Ousselin, Mt. Vernon High School (WA)

This collaborative, hands-on working session will promote the exchange and development of technology-enhanced lessons and projects. An interactive discussion will encompass attitudes, experiences, and challenges in the adoption of technology in world language education. Examples of projects pertaining to various curricular themes and outcomes will be shared. Participants should bring a laptop computer or iPhone/Pod/Android device and should have mastered the basics of operation of this device (\$30; pre-registration required).

le jeudi 11 juillet de 13h30 à 15h30

W103: Les Roses noires: le quotidien des jeunes filles de banlieue

Intervenante: Michèle Bissière, University of North Carolina at Charlotte

Projection du documentaire *Les Roses noires*, suivie d'une discussion. Basé sur des entretiens avec des adolescentes vivant dans les quartiers nord de Marseille et en Seine-Saint-Denis, le documentaire décrit les accommodements de ces jeunes filles pour survivre dans l'environnement masculin des cités. La discussion sera axée autour des thèmes de la langue des banlieues et de l'identité sexuelle. La projection sans sous-titres est offerte gracieusement par la réalisatrice (no cost; no pre-registration required).

le jeudi 11 juillet de 13h30 à 16h30

W104: AP French Language and Culture: Presentational Speaking: Enhancing Student Performance

Intervenant: Nicholas Manjoine, Harker School (CA)

The presenter will offer an in-depth look at AP French Language and Culture Exam's Presentational Speaking task, examining its general scope, its scoring guidelines, and their application to students samples, as well as instructional

strategies for improving student performance on this task (\$30; pre-registration required).

le jeudi 11 juillet de 13h30 à 16h30

W105: Advocating for French at All Levels

Intervenants: Jayne Abrate, Secrétaire générale de l'AATF, Ann Sunderland, Présidente honoraire de l'AATF, et Bill Rivers, Secrétaire général, JNCL-NCLIS

Les intervenants présenteront des scénarios et des stratégies pour la défense du français et des langues étrangères aux niveaux local, de l'état et national. Il s'agira non seulement de préserver des programmes existants mais de soutenir l'enseignement des langues en général et de créer un climat politique et économique qui favorise cet enseignement (no cost; no pre-registration required).

le jeudi 11 juillet de 13h30 à 16h30

W106: Étudiants sans frontières: Concepts and Models for Service-Learning in French

Intervenantes: Jacqueline Thomas, Texas A&M University-Kingsville, et Ada Giusti, Montana State University

Authors of *Étudiants Sans Frontières: Concepts and Models for Service-Learning in French* will describe their projects, provide practical details about how to replicate such service learning projects, and afford time for participants to design a service-learning project for their own students (\$30; pre-registration required; includes a copy of the book).

le jeudi 11 juillet de 13h30 à 16h30

W107: Célébrons la culture cadienne!

Intervenante: Janel Lafond-Paquin, Rogers High School (RI)

De l'Acadie à la Louisiane, l'intervenante montrera de nombreuses possibilités pour intégrer la culture cadienne dans la salle de classe! Des activités basées sur des contes, de la musique et des traditions cadiennes seront soulignées. Un grand dossier sera remis à chaque participant ainsi qu'un petit masque et des colliers! Venez voir un costume authentique du Mardi Gras cadien et laissez les bons temps rouler (\$30; pre-registration required).

le jeudi 11 juillet de 13h30 à 16h30

W108: Mettez de l'NRJ dans vos cours!

Intervenantes: Pascale Abadie, Wright State University (OH), et Kirsten Halling, Wright State University (OH)

Il n'y a pas de meilleur moyen d'attirer et de retenir l'attention des étudiants qui apprennent une langue que de le faire en utilisant des moyens divers et interactifs. Dans cet atelier, les participants découvriront les chanteurs consacrés par les Victoires de la Musique 2013 ainsi que leurs chansons et vidéos les plus populaires. Pendant la seconde moitié de l'atelier, nous analyserons une comédie musicale à grand succès, Mozart, au point de vue historique et culturel (\$30; pre-registration required). le dimanche 14 juillet de 8h30 à 11h30

W401: Il était une fois... les contes de la Francophonie

Intervenante: Andréanne Cloutier, McGill University (Canada)

Le conte est depuis la nuit des temps porteur de la culture et de la tradition orale des peuples partout sur la planète. Qu'il soit ancré dans le folklore traditionnel ou qu'il soit une illustration littéraire d'une morale adoptée par des moeurs locales, il peut être un allié de taille pour l'enseignant de langue seconde qui peut l'exploiter sous toutes ces coutures. De l'histoire à la morale en passant par les illustrations, ce genre offre un éventail de possibilités de création en plus de nous éclairer sur la réalité d'une culture francophone ou étrangère (\$30; pre-registration required).

le dimanche 14 juillet de 8h30 à 11h30

W402: Utiliser des documents authentiques pour explorer la culture actuelle

Intervenante: Jayne Abrate, AATF (IL), Secrétaire générale

Grâce à l'Internet, des communautés francophones offrent un nombre illimité de ressources culturelles sur des sujets aussi variés que la cuisine, l'éducation, l'immobilier ou la géographie. L'intervenante vous donnera des stratégies et des exemples pour trouver et exploiter des documents authentiques audio-visuels. Il sera utile d'apporter un laptop. (\$30; pre-registration required).

SPECIAL FULL REGISTRATION OFFER

Sign up for the Full Registration Rate of \$350. This includes registration plus the Welcome Luncheon, Awards Banquet, a Walking Tour, and a Workshop.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH 86th ANNUAL CONVENTION: PROVIDENCE, JULY 11-14, 2013

Please print all information.

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

Address: _____

City: _____ State/Province: _____ Zip: _____

Country _____ Telephone: (home) _____ (work) _____

Fax: _____ E-mail: _____

CONVENTION REGISTRATION

The Registration Fee includes registration, refreshments at exhibit breaks, Exhibit Opening Wine and Cheese Reception, Bastille Day Reception, *dictée*, and a *mallette du congrès*. Early-Bird Pre-Registration will be accepted if postmarked by **June 11, 2013**. After this date, late registration will apply. Registration is also available on-line.

- Early-Bird Pre-Registration fee (if postmarked by **June 11, 2013**) \$250 _____
- Full Registration (includes Welcome Luncheon, Awards Banquet, Walking Tour, Workshop) \$350 _____
If you sign up for Full Registration, pick one workshop listed below.
- Late or on-site registration fee (after June 11, 2013) \$325 _____
- Emeritus/Life/Honorary registration \$125 _____
(must be an Emeritus/Life/Honorary AATF member)
- Student registration (must be an AATF Student member) \$125 _____
- Friend/Guest of AATF member (must not be a French teacher) \$125 _____

Please provide name of friend/guest(s) _____

- 2013 Membership in AATF (required if you are not already a member for 2013) \$55 _____
- 2013 First-time AATF membership (if you have never been an AATF member) 0-included in _____
(This offer is good only on pre-registration. It will not apply on-site.) registration

SUB-TOTAL REGISTRATION FEES: _____

WORKSHOPS

Descriptions of the workshops can be found on the AATF Web site and on page 20 in this issue. If you select the Full Registration option above, one workshop is included.

Thursday, July 11 (1:30-4:30 p.m.) (pick only one in each category)

- W102: Thinking about Syncing? 21st-Century Technology in the Classroom (Ousselin) \$30 _____
- W104: AP French Language and Culture: Presentational Speaking (Manjoine) \$30 _____
- W106: Models for Service-Learning in French (Thomas, Giusti; includes a copy of the book) \$30 _____
- W107: Célébrons la culture cadienne! (Lafond-Paquin) \$30 _____
- W108: Mettez de l'NRJ dans vos cours! (Abadie, Halling) \$30 _____

Sunday, July 14 (8:30-11:30 a.m.) (pick only one in each category)

- W401: Il était une fois... les contes de la Francophonie (Cloutier) \$30 _____
- W402: Utiliser des documents authentiques pour explorer la culture actuelle (Abrate) \$30 _____

SUB-TOTAL WORKSHOP REGISTRATION _____

OPTIONAL ACTIVITIES

(Descriptions are on page 19; spouses and guests are welcome to sign up for meals and activities.)

Academic Credit through Webster University for attending the convention
(one-hour graduate credit, see page 4) \$160 _____

Welcome Luncheon (Thursday, July 11, 12:00-1:30 p.m.) \$35 _____

Excursion to Woonsocket (Thursday, July 11) \$40 _____

Walking Tours

Rogues Island Walking Tour Thursday, July 11 (3:00-4:30 p.m.) \$20 _____

Historic District Walking Tour Friday, July 12 (3:00-6:00 p.m.) \$28 _____

Soirée Restaurant, Friday, July 12 (7:00 p.m.) \$45 per person
Indicate 1, 2, or 3 (first, second or third choice) \$45 _____

Brasserie Bravo _____ Pot au feu _____

CAV _____

Cooking Class at Johnson & Wales University (Saturday, July 13, 1:00-4:00 p.m.)
(select one) \$80 _____

La Cuisine provençale _____ La Cuisine française facile _____

Please note that the cut off date for registering for the cooking classes is **May 31, 2013**.

AATF Awards Banquet (Saturday, July 13, 7-9 p.m., Cash bar) \$50 _____

Post-Convention Excursion: Newport (Sunday, July 14, 11:00 a.m.-6 p.m.) \$60 _____

SUB-TOTAL OPTIONAL ACTIVITIES _____

Workshops and Optional Activities may continue to be open on a space available basis after the pre-registration deadline. Some excursions have a minimum number of participants, or they will be cancelled. Reserve early to guarantee your place.

TOTAL PAYMENT DUE: _____

_____ This is my first AATF convention.

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

_____ I am a speaker.

_____ I am a participant in the Leadership Program.

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

CARD NO. _____ EXP. DATE _____

SIGNATURE: _____

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

You may also register on our on-line store.

REFUND POLICY: Requests for refunds must reach National Headquarters no later than June 30, 2013. A \$50 fee will be assessed to cover administrative costs. NO refunds after June 30, 2013. Mail to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; FAX: (618) 453-5733; e-mail: [aatf@frenchteachers.org].



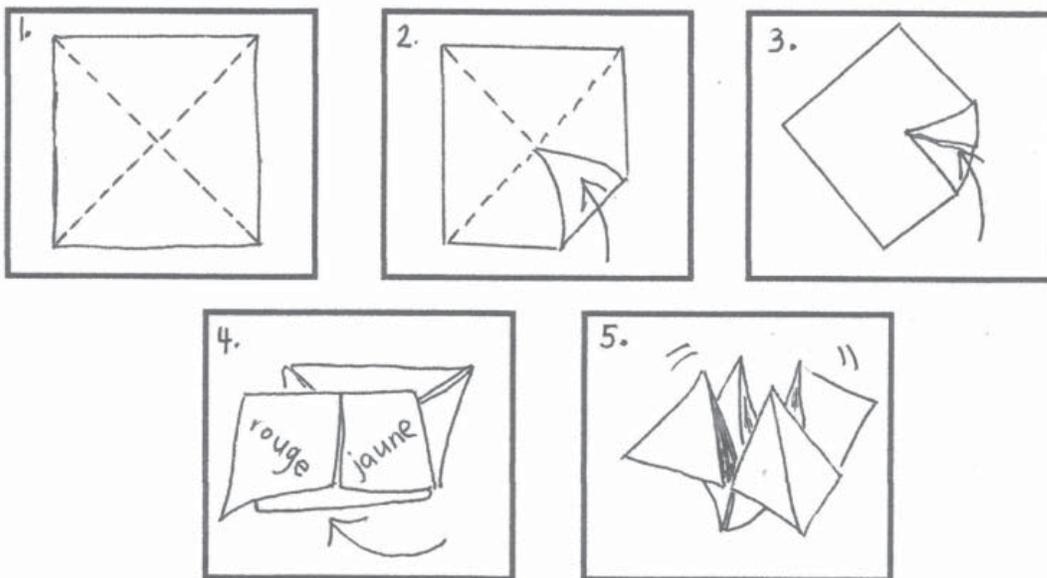
UNE COCOTTE EN PAPIER

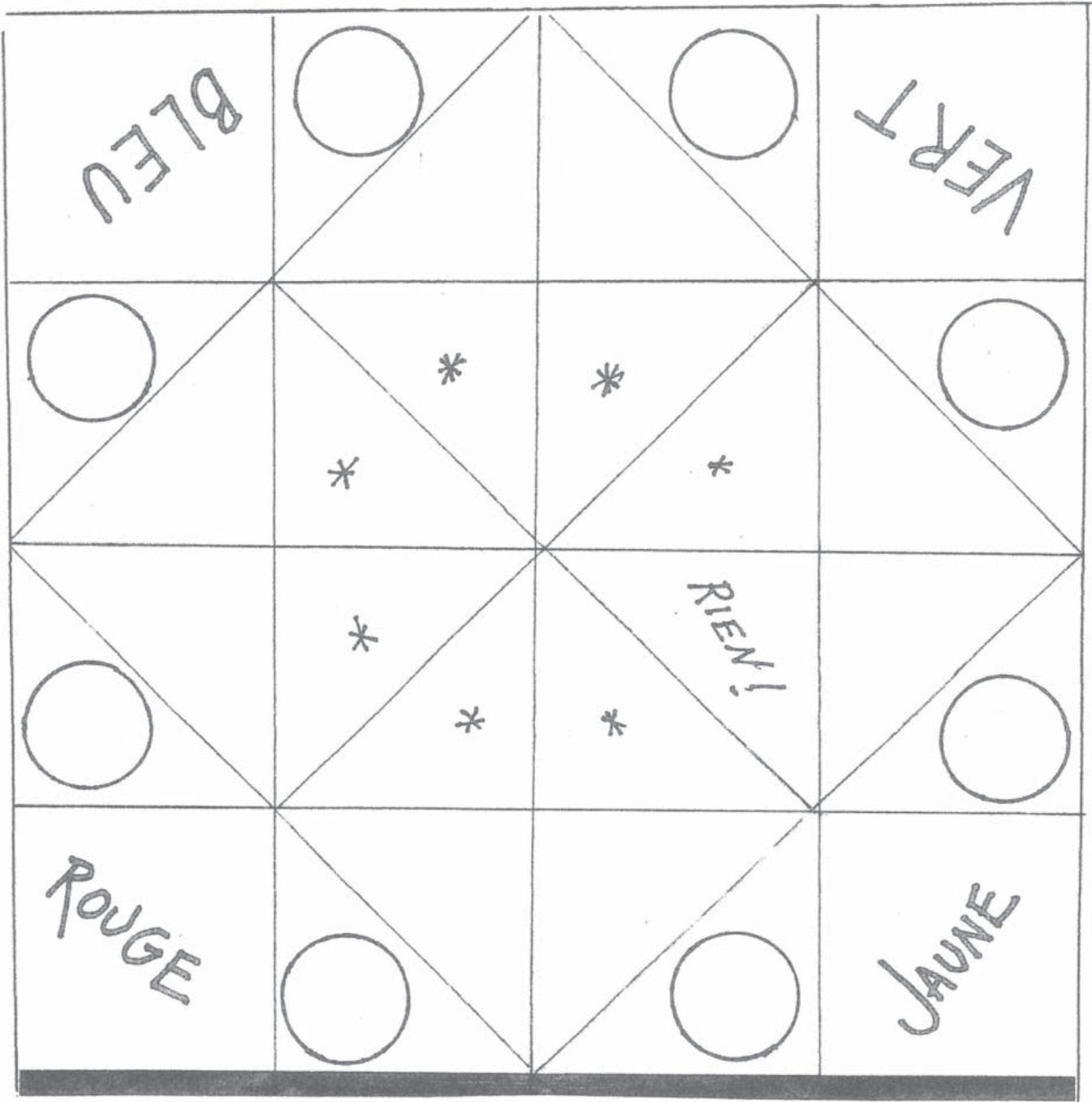
Une cocotte en papier or *un piège à puces* ("cootie catcher") has multiple possibilities for many age groups. I recently made them in a second grade class, and it worked beautifully, providing enthusiastic drill time after creation. For the younger students, I used the pattern given below. For middle school where students are learning professions, it is a unique way to drill that vocabulary. For high school, the inside could include elaborate fortunes. Half the fun, however, is the folding (*le pliage*)! If it is not something you did as a child, YouTube has several sites that you can use for yourself or for the class, some with just video of the folding, but a few with clear instructions in French. Search YouTube for "cocotte en papier."

For the younger students we had worked on the alphabet, numbers, and colors. The children colored in the corner squares according to the color written so they could practice using the alphabet, spelling out loud as they opened *la cocotte*. The children wrote numbers (from 1 - 10 or more, whatever needs reinforcing). For the interior, we used small stickers to represent birthday gifts (*une voiture, une fleur, un ours*) since they were learning how to say the dates of their birthdays. (Note that one is *rien!*)

Le pliage:

1. First step is to cut along the heavy line to make a square. To create the creases, fold in as a triangle, open and fold the other way. (*Faites un premier pli en diagonal, puis, ouvrez et faites un pli dans l'autre sens*).
2. Second, open and fold corners into the center, creating a square. (*Ouvrez et pliez chacune des extrémités vers le centre pour obtenir un carré.*)
3. Turn over and fold corners into center. (*Retournez-le, et repliez chacune des extrémités vers le centre pour un carré plus petit.*)
4. Squeeze together the points of the color squares, creating wings where hand will operate the cootie-catcher. (*Le pli le plus compliqué où il faut mettre toutes les extrémités de couleur vers le centre.*) This may require some help first time through with the younger ones.
5. Ready to play! With a partner, one operates *la cocotte* and the other starts by choosing a color. Operator spells the color, opening for each letter. Then student chooses a number on the inside. Operator opens and switches while counting. Final number choice finds *le cadeau* by opening the triangle to reveal the sticker on the inside.





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].

Elizabeth Miller
Crystal Springs Uplands School (CA)

2013 NATIONAL FRENCH WEEK CONTESTS

The theme for both contests in 2013 is "Le Français: langue du 21^e siècle/French: Language of the 21st Century."

ESSAY CONTEST

Deadline: Received by **November 15, 2013.**

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

Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2013. No group entries. There is a limit of five entries per school. Essays must be written in English. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, e-mail address, and AATF chapter name must be written at the beginning of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

Judging Criteria: Relevance to the theme, originality, written expression. All essays become the property of the AATF and may be used in AATF publications or materials. All participants in the AATF Essay and Video/Animation

Contests will receive certificates. A student may enter both contests. First, second, and third place winners of each division will receive prizes to be announced.

VIDEO/ANIMATION CONTEST

Deadline: Received by **November 15, 2013.**

Rationale: The AATF Executive Council decided that teachers at the middle school and high school would appreciate an activity that students could work on during National French Week (November 5-11, 2013). Since many students create their own videos and blogs, the Council thought that this contest would bring in students and teachers who are interested in technology.

To Submit: See National French Week link on AATF Web site for instructions regarding format and where to upload the video/animation. Entries can be made using Glogster, Animoto, or embedded Web tool or shareable app of the student's choice. If using these sites, teachers should choose the free educator subscription or have students set up their own accounts. Projects should be marked "Private" until awards have been announced.

Please send embed code/site reference.

Guidelines: The video/animation must relate to the contest theme. Minimum length 30 seconds. Maximum length: 2 minutes. No copyrighted figures (ie. Snoopy, Astérix) accepted. Videos with references to alcohol, drugs, or violence will not be accepted. Each entry must be the original work of a current French student or group of students whose teacher is an AATF member for 2013. There is a limit of five entries per school. The video/animation must include the names of the school, French teacher, and students who contributed to the project.

Competition divisions: (1) Intermediate: Grades 6-8, and (2) Secondary: Grades 9-12

Judging Criteria: Visual impact, relevance to the theme, and originality.

All videos become the property of the AATF and may be used in AATF publications or materials. All participants in the video competition will receive certificates. The winning videos will be posted on the AATF Web site. First, second, and third place winners of each division will receive prizes.

Go to [www.frenchteachers.org/nfw/contests.htm] for complete instructions.

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; often-times I am granted admission at a reduced price. Some bookstores in France also grant a 10% reduction to teachers upon seeing a card.

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



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

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].		

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. The AATF Outstanding Senior in French Award (see Web site or November issue) is still available for one exceptional senior student each year at the high school or university level. Nominations must be made by a current AATF member.

To qualify for the award, a student must:

- have demonstrated excellence in the study 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.

There is no deadline for this award. The nomination form is posted on the AATF Web site and can be found on page 18. Nominations can also be made through the On-line Store.

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

_____ troussees 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

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

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

CLASSROOM ACTIVITY

FRENCH FIELD DAY FUN!

This is the last article in my “French-related-activities-for-club-or-class” series, and I hope you will find helpful ideas for use in your classes or French Club to promote and encourage the study of French.

It’s April, spring is here, and the year’s end is in sight. AP exams are coming up, seniors are on the verge of making their post-secondary school decisions and may not be too focused on anything else, and everyone at every level wants to spend more time outside and less time in the classroom, and that probably includes you! So, organize a French Field Day! (This can be expanded into a World Language Field Day, if you like.) Here are some ideas to get you started, and then you can adapt them however you would like. Your students will love it. At East Chapel Hill High School (NC), we have made this an annual event.

One aspect of this activity that teachers in your school will appreciate is that we do not have to interrupt or take students out of other classes for our fun French activity. The students participate during their French classes only. Or maybe your administrators will allow you to block out a period of time and to have a number of French students participating *en même temps*, if that works out better for you. Choose a day for this activity that has minimal conflicts, ideally a day in May between AP exams and end-of-year exams when the weather will be nice. The day before Field Day, randomly assign students in each class to teams. About 6–8 students per team works best, although more per team works as long as everyone on each team is involved. You will probably end up with a total of three or four teams, more if you make this into a World Language Field Day. Give each team a name such as *Les Rouges*, *Les Verts*, *Les Loups*, etc. You can use the same three or four team names for each class throughout the day, and if there’s another French class meeting during the same period as your class, the students in that class will be on the same teams and work with students in your class. An example: *Les Loups*. All the *Loups* on each class roster will collectively form *l’équipe Les Loups* in first period, second period, third period, another French teacher’s class, etc., are all part of the same team. At the end of the day, the final score for *Les Loups* will be the sum of the points earned by *Les Loups* from each period. My students really liked being part of the larger team, but if you prefer, you can di-

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vide each class into teams for that period and keep it simple. Be sure to organize the teams in advance.

Locate and reserve the place where you will hold the activities well in advance. We used the women’s softball field. Tell your students to go immediately to the reserved location without going by the classroom in order to save time, especially if you are on a traditional and not a block schedule. Tell them to dress appropriately for movement and running around and to wear French-related clothing, such as your French Club tee-shirt, a tee-shirt with something written in French on it, or the colors of the flag of a Francophone country.

Meet with French Club officers a few weeks ahead and discuss what you plan to do. It is always good to involve the club officers, French Honor Society members, or other interested French students in the planning of activities. A group of 6–8 planners has worked well for me. The planners will be the team supervisors during field day, and they may have to miss some of their classes that day. Be sure to talk with their teachers well ahead of time. Ask the students during which class periods they think they can help, and prepare the permission slips.

Here are events we have successfully done during past field days:

1. **Warm-up** in teams, do a warm-up type of activity just for fun. It can be as silly as you would like. We have done the toothpick-in-the-mouth-passing-a-lifesaver activity and the hula-hoop-going-around-the-circle-with-group-members-holding-hands activity. You could also do a hardboiled-egg-on-a-spoon relay. (You can find instructions for these easily on-line. Look for lifesaver relay, hula hoop relay, and egg relay with Google.) Have a French Club officer or a volunteer supervise each team; give teams a fixed amount of time (perhaps 4 minutes), blow the whistle, and start the stopwatch. The winner is the team that gets the lifesaver or hula hoop around to the most people during that time. The team supervisor will count as well as make sure everyone is following the rules. If you do an egg race, whichever team finishes first without destroying the egg wins. If you have four teams, give 5 points to the winning team, 3 to second place, 2 to third place, and 1 to last place.

2. **Chasse au Trésor / scavenger hunt.** Give each team a list of items (in French) to be found. How far participants can go to find these objects depends on their age and maturity and the school rules. If they are young, put things on the list that are close by where you can easily supervise. Or “borrow” a responsible high school French student or a parent to help supervise them on their search. If they are in high school, they have more latitude but must stay on campus. Give them a time limit (15–20 minutes), depending on how much time is available and how many items are on your list. They must be back in time or the score does not count. You might do different lists for each class period so the word will not get out about what to look for (or bring along). It might be good for each team supervisor to help the students understand the meaning of the items they need to find, you might allow a dictionary, or you might write the words in French and in English if the students are not very advanced and you don’t have time for them to look up the words. It is up to you and the level of your students. Here is a list of items I have used for past scavenger hunts: (You decide how many things to put on the list: I recommend 15 maximum.)

Une feuille d’érable, une feuille de chêne, une pierre la taille de votre main, un “penny” de 2010 (some coin from some year), une fleur blanche, jaune, rouge, etc., ce qu’on n’a pas le droit de faire sur le terrain de football selon le panneau à côté de l’entrée (ours said “no dog-walking”), le numéro de la plaque d’immatriculation de la voiture de (you or another teacher or staff member with a recognizable car), un pissenlit, une pomme de pin, une pomme, une balle de tennis, de baseball, de softball, une plume d’oiseau, un sandwich, la signature de (someone in your school who would be amenable to these interruptions), un paquet de moutarde, de mayonnaise, de sel, de poivre, de ketchup, un fruit (un vrai), une boîte à soda vide, un insecte, une chaîne de trèfle avec 10 fleurs, un billet pour un concert, le cinéma, ou le théâtre, un programme pour un concert ou le théâtre, une feuille de publicité pour un événement déjà passé, un brin de

romarin (there was a very large rosemary bush in front of our school), *un morceau de chocolat*, *une casquette de Duke* (some nearby university or team), *le numéro de la salle de classe de* (a popular teacher who won't mind scurrying footsteps outside his/her door), *une photo de Prom*, *un bulletin scolaire*. Some of the items will actually be found and brought back, and some will be information written down, like numbers.

Blow the whistle and start the stopwatch. After 15–20 minutes (or the time you have allotted), have your team supervisors count the items found and award the points. Obviously, if one team comes back first with all the items, that team is the winner. If there is a tie, give in-between points—a tie for first, 4 points for both teams; a tie for second, 2.5 points for each team.

3. **“Culture Sprint”** This is another relay race, and the students love it. Here is how it works. You will have prepared about 30–35 questions. Position your teams in little groups with the team supervisors, who have the questions, standing individually about 60 feet in front of each team. It'll look like this:

Team A (60 feet) Super. A	Team B (60 feet) Super. B	Team C (60 feet) Super. C	Team D (60 feet) Super. D
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Before field day, you (or someone you designate) will have typed up the questions, leaving enough space in between each question to be able to cut the paper in strips with a question on each strip. You will need space on each question strip for a written answer. Fasten the cut-up strips together in order, 1–30/35. When you blow the whistle, the first student runs to pick up the first question and runs back to the group with it. The group members collaborate, and someone writes the answer on the strip of paper. Another student runs back with the answer, hands it off to the group leader who promptly gives the student question number 2. As the runner sprints back to the team with the new question, the group leader checks the answer with the prepared answer key you have provided and keeps track of how many questions are answered correctly. To simplify the process, have the group supervisor wear something with big pockets and put the correctly answered question strips in the right pocket and the wrong ones in the left. At the end, the group supervisor can count the correct answers easily. When runner number two gets to his/

her team with question number 2, the group collaborates again to write down an answer. Runner number 3 sprints to the group supervisor with the answer, and the process continues. Make sure the students understand that EVERYONE must participate and that everyone must run, in order. The track star cannot do all the running! Every team member must be involved—running, writing down the answer, coming up with the answer, cheering, etc. Also, stress that if no one knows the answer, they should not waste time with that question. Guess or return with the question unanswered and pick up the next question. Either after a set amount of time (15–20 minutes) or when one team finishes all the questions, count up the correct answers and dole out the points. At the end of this article, I have included a number of possible questions. Keep in mind, however, that anything goes, and you can adapt the questions to the level of your students and to what they have studied. The questions can be in French or in English. I suggest making some questions really easy to boost confidence and morale, and some more difficult to challenge the more advanced or knowledgeable students.

4. **Proverb Matching Race** Two other fun activities are the French Proverb Race and the French-Expressions-Used-in-English Race. You can do one or both. For proverb matching, you will provide a list of proverbs in French (15–20) along with their English equivalents, and students must match each proverb with its English equivalent. You might choose to allow dictionaries. The French Expressions Race works the same way, although I would not allow dictionaries for this one. There are examples of these activities, which you can use or modify, at the end of this article. Distribute the sheets, which they are not allowed to look at until you blow the whistle. When you blow the whistle, they must collaborate and do the matching (They will obviously need a writing utensil). When they are finished, a team representative runs to the team supervisor with the answers, and the supervisor checks the answers with the answer key you have provided. The catch here is that all answers must be correct, so the first team to submit all correct answers wins. If a team answers some questions incorrectly, the “runner” must return to the team for revisions, and then resubmit the corrected answers. The team supervisor may indicate how many answers are incorrect or even which answers are incorrect. Give out the points as in previous activities.

5. **Tug of War** Now, if you are feeling

really brave, you can have a culminating event such as a tug-of-war. Of course, you can do any other additional activity just for fun. However, the students really get into the tug-of-war competition. You might be able to obtain a rope from the PE department. Have each team select two boys and two girls to represent the team, designate clearly the mid-line that one team has to pull the other team over, blow the whistle, and be ready for great enthusiasm and loud cheering. If you have four teams, you could have the team with the most points go against the team with the least points, and then have 2nd- and 3rd-place teams face off. The winner of the first match will then go against the winner of the second match to determine first and second place, and the loser of the first match will face the loser of the second match to determine third and fourth place. Give each team its points, and add up the total points to determine the champion of the class period. If you wish, you may give bonus points to the team that involved all students most consistently or the team whose members wore the most French Club tee-shirts.

At the end of the day, add up all the points each team got for the day. For example, add up how many points teams earned in each class throughout the day. This will determine which team “won” for the entire day. The students are very curious about this when they come to class the next day and are excited if their team won. You might give out prizes to the team that won each period and to the team that won overall which is sometimes the same team but often not.

If you choose to make this activity a World Language Field Day, here are the modifications I suggest. Collaborate with the other language teachers at your school, and have them divide their classes into the same teams. All *Loups / Lobos / Wölpe* (or whatever languages are represented at your school) will be on the same team and work together. Therefore, you will have students studying French, Spanish, and maybe other languages on each team. For the scavenger hunt activities, write the items to be found in all of languages the students study. If they are to find an apple, write *une pomme / una manzana / ein Apfel*. For the Culture Sprint, some questions will relate to French, some to Spanish, and some to any other language studied at your school. This will give all students a chance to shine, since French students will have to step up and answer the French-related questions and other students will answer the questions related to their language. You can write the

questions either in English or in the other languages represented by the culture questions. Do the same for the proverb activity. Some of the proverbs will be in French, and the others will be in another language. All answers, of course, will be in English, and all the same rules apply. Obviously, the silly relay races and the potential tug-of-war will not be affected by which language a student studies.

If you have questions about any of this, do not hesitate to contact me at [kwhitham1127@yahoo.com]. Even if it does not work out for you to do a big, all-day field day event, the suggested language activities can always be used as engaging in-class activities and competitions. Please let me know if you tried any or all of these activities and how it went. *Bonne fin d'année!*

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Culture Sprint

Here are possible questions:

- Nommez deux peintres impressionnistes.
- Un pays africain francophone dont le drapeau est rouge, vert et jaune est _____?
- Quels sont deux ingrédients principaux de la ratatouille?
- Quelle est la capitale du Gabon?
a. Conakry b. Kinshasa c. Libreville d. Ouagadougou
- Le camembert est un genre de _____ français.
- Edith Piaf a chanté, "Je ne regrette _____."
- Jacques Brel est un chanteur de quel pays francophone?
- Quel livre au sujet de l'amitié entre un petit garçon et un pilote d'avion a été écrit par Antoine de Saint-Exupéry?
- Quel est le mot français pour "cooking" ou "kitchen"?
- Où peut-on acheter du pain ou des croissants en France?
- Quel temps fait-il en hiver? (Donnez deux réponses.) Il fait _____ et il _____.
- Comment s'appelle le mois après juin (épeler correctement)?
- Quelle heure est-il? (Remplissez) 22h30 = il est _____ heures et _____ du _____.
- Jacques Prévert est connu comme _____.
a. romancier b. acteur c. chef d. poète
- Mardi Gras a lieu en quel mois? (Il y a deux réponses possibles.)
- Les trois couleurs du Mardi Gras sont _____, _____ et _____.
- Le premier avril on essaie d'attacher

un animal en papier sur le dos de quelqu'un sans qu'il le sache. C'est un _____.

- Quelle est la date de la Toussaint?
- Nommez une île francophone qui se trouve dans la Mer Caraïbe?
- Deux musées qui se trouvent à Paris sont _____ et _____?
- Quel grand écrivain français a écrit *Les Misérables* et *Notre Dame de Paris*?
- Quel homme de science français a découvert un procédé utilisé pour éliminer ou diminuer la présence de microbes dans le lait et d'autres produits?
- Réécrivez cette phrase avec deux pronoms: Charlotte montre sa photo à son frère. Elle _____ montre.
- Changez cette phrase au passé composé: Mes bonnes amies arrivent chez moi. Mes bonnes amies _____ chez moi.
- Écrivez la forme du verbe au présent: (venir) Jacques et Sylvie _____.
- Écrivez le nom d'un metteur en scène / cinéaste français.
- Le film américain, *Dinner for Schmucks*, est basé sur quel film français?
- Nommez deux grands couturiers français / grandes couturières françaises.
- Le TGV est un _____ très rapide.
- Le Pont d'Avignon se trouve dans quelle ville dans le sud de la France?
- Une bande dessinée très connue et écrite originalement en français s'appelle _____?
- Un caniche est quelle race de chien d'origine française? (Répondez en anglais.)
- Qu'est-ce que c'est qu'un croque-monsieur?
a. un sandwich b. un jeu c. un animal d. une cravate
- Quel temps fait-il normalement quand on porte un imperméable et un parapluie? Il _____.
- Qui est président de France actuellement?
- Le président de France est élu tous les _____ ans.
a. 4 b. 5 c. 6 d. 7
- Comment s'appelle le fleuve qui traverse Paris?
- Quel est l'ingrédient principal de la poutine canadienne?
- Le Carnaval de Québec a lieu pendant quelle saison?
a. l'été b. l'hiver c. le printemps d. l'automne
- Quel roi de France a perdu la tête

pendant la Révolution française?

- Babar est le roi des _____.
- Le nombre d'étages à la Tour Eiffel?
a. 3 b. 4 c. 5 d. 6
- Un Orangina est ?
a. une boisson b. un arbre c. une fleur d. un fruit
- Nous appelons "la Joconde" par Léonard de Vinci par quel autre nom?
- Si on veut nager, on met un _____.
- Comment s'appellent les montagnes qui se trouvent en Suisse et dans le sud-est de la France?
- Citez deux choses/meubles qu'on trouve typiquement dans la salle à manger.
- Prononcez ce numéro correctement: 91.
- Quelle est la couleur du ciel quand il fait beau?
- Quelle est la date de la Fête nationale française?
- Hector Berlioz, Maurice Ravel et Claude Debussy sont des _____.
a. chanteurs b. poètes c. compositeurs d. acteurs
- Comment s'appelle l'architecte de la Tour Eiffel?
- Dans le journal français, on fait référence à la France comme quelle forme géométrique?
a. le cercle b. le triangle c. le pentagone d. l'hexagone e. l'octagone
- Comment dit-on "see you tomorrow"?
"À _____."
- Dans le journal d'un pays francophone, la "Maison Blanche" est _____? (Répondez en anglais.)

Key: 1. Monet, Manet, Renoir, Degas, Sisley, Morisot, Pissarro, etc.; 2. la République du Congo, le Cameroun, le Burkina Faso, la Guinée, le Mali, le Sénégal; 3. oignon, tomates, aubergines, courgettes, ail, poivrons, thym; 4. C; 5. fromage; 6. rien; 7. la Belgique; 8. *Le Petit Prince*; 9. la cuisine; 10. la pâtisserie / la boulangerie; 11. froid / neige; 12. juillet; 13. dix / demie / soir; 14. D; 15. février / mars; 16. vert, violet, jaune (or); 17. poisson; 18. le premier novembre; 19. Haïti, la Martinique, la Guadeloupe; 20. le Louvre, le Musée d'Orsay, le Musée Rodin, le Musée de l'Armée, le Musée Picasso, l'Orangerie, etc.; 21. Victor Hugo; 22. Louis Pasteur; 23. la lui; 24. sont arrivées; 25. viennent; 26. Alain Resnais, François Truffaut, Jean Cocteau, Jean-Luc Godard, Claude Lelouch, Louis Malle, Jean Renoir, etc.; 27. *Dîner de cons*; 28. Pierre Cardin, Coco Chanel, Christian Dior, Hermès, René Lacoste, Yves Saint Laurent, Louis Vuitton, etc.; 29. train; 30. Avignon; 31. Astérix, Lucky Luke, Tintin, Les Schtroumpfs, etc.; 32. poodle; 33. A; 34. pleut; 35. François Hollande; 36. B; 37. la Seine; 38. la pomme de terre; 39. B; 40. Louis XVI; 41. éléphants; 42. A; 43. A; 44. Mona Lisa; 45.

maillot de bain; 46. les Alpes; 47. la table, des chaises, etc.; 48. quatre-vingt-onze; 49. bleu; 50. le 14 juillet; 51. C; 52. Gustave Eiffel; 53. D; 54. demain; 55. White House.

Proverbs

Here is a sample of the French proverb activity:

1. _____ Faute avouée est à demi pardonnée.
2. _____ C'est en forgeant qu'on devient forgeron.
3. _____ Comme on fait son lit on se couche.
4. _____ Qui a bu, boira.
5. _____ Il faut battre le fer quand il est chaud.
6. _____ Qui va à la chasse perd sa place.
7. _____ Le chat parti, les souris dansent.
8. _____ Ennui nuit jour et nuit.
9. _____ Quand on parle du loup, on en voit la queue.
10. _____ Dire et faire sont deux.
11. _____ Il ne faut pas vendre la peau de l'ours avant de l'avoir tué.
12. _____ Après la pluie, le beau temps.
13. _____ Bonheur passe richesse.
14. _____ Tout ce qui brille n'est pas or.
15. _____ L'habit ne fait pas le moine.
16. _____ Une hirondelle ne fait pas le printemps.
17. _____ Qui trop embrasse mal étreint.
18. _____ Petit à petit l'oiseau fait son nid.
19. _____ Tel père, tel fils.
20. _____ Mieux vaut prévenir que guérir.

Answers:

- A. Like father, like son.
- B. Boredom is always harmful.
- C. Speak of the devil.
- D. If you take on too much, you won't do anything really well.
- E. As you make your bed, you'll lie in it.
- F. Strike while the iron is hot.
- G. All that glitters is not gold.
- H. Clothes don't make the man (monk). Don't judge a book by its cover.
- I. Happiness is better than riches.
- J. Action speaks louder than words.
- K. Little by little the bird makes its nest.
- L. If you admit your mistake, you're already half forgiven.
- M. It's by doing something that we learn how to do it. Experience is the best teacher.
- N. It's better to prevent a problem than to have to fix it later.
- O. If you get out of line, you lose your spot.
- P. One swallow doesn't make it spring. One example doesn't make the rule.
- Q. When the cat's away, the mice will play.

- R. Don't count your chickens before they're hatched.
 - S. Someone who has done something once will do it again.
 - T. Good times will come after troubled times.
- Key: 1.L; 2.M; 3.E; 4.S; 5.F; 6.O; 7.Q; 8.B; 9.C; 10.T; 11.R; 12.J; 13.I; 14.G; 15.H; 16.P; 17.D; 18.K; 19.A; 20.N.

Here are some more you can use:

21. _____ Noblesse oblige.
22. _____ Tout nouveau tout beau.
23. _____ À la chandelle, la chèvre semble demoiselle.
24. _____ Bonté vaut mieux que beauté.
25. _____ Il n'y a pas de fumée sans feu.
26. _____ Qui se ressemble s'assemble.
27. _____ Qui sème le vent récolte la tempête.
28. _____ Vouloir c'est pouvoir.
29. _____ Loin des yeux, loin du cœur.
30. _____ On ne fait pas d'omelette sans casser des oeufs.
31. _____ L'appétit vient en mangeant.
32. _____ En voulant avoir tout, on perd tout.
33. _____ Dans les petites boîtes sont les fines épices.
34. _____ Les absents ont toujours tort.
35. _____ Mieux vaut tard que jamais.
36. _____ Plus on est de fous, plus on rit.
37. _____ Qui vole un oeuf vole un boeuf.
38. _____ Voir, c'est croire.

Here are answers for the second set:

- A. Where there's a will there's a way.
- B. Out of sight, out of mind.
- C. Goodness is better than beauty.
- D. If you're born into nobility you are obliged to act nobly.
- E. You can lose everything by trying to gain everything. Don't be greedy.
- F. The more, the merrier.
- G. Where there's smoke, there's fire.
- H. No pain, no gain. (You can't accomplish anything without making some sacrifices.)
- I. Seeing is believing.
- J. You reap what you sow.
- K. Someone who would steal something little would steal something big.
- L. Better late than never.
- M. New things seem really beautiful.
- N. Good things come in small packages.
- O. The more you have (or eat), the more you want.
- P. By candlelight, a female goat appears to be a lovely young lady.
- Q. Absent people are always wrong (so you'd better be there).
- R. Birds of a feather flock together.

Key: 21.D; 22.M; 23.P; 24.C; 25.G; 26.R; 27.J; 28.A; 29.B; 30.H; 31.O; 32.E; 33.N; 34.Q;

35.L; 36.F; 37.K; 38.I.

French-in-English Activity

Here are a few examples of words used in this activity:

1. _____ encore
 - A. a done deed
2. _____ avant-garde
 - B. let me know if you're coming (*répondez s'il vous plaît*)
3. _____ haute couture
 - C. melted (cheese)
4. _____ rendez-vous
 - D. in fashion, or with ice cream on top
5. _____ joie de vivre
 - E. social blunder
6. _____ eau de toilette
 - F. conversation between two people
7. _____ au gratin
 - G. again, one more!
8. _____ après-ski
 - H. after skiing activities
9. _____ RSVP
 - I. high fashion
10. _____ fait accompli
 - J. innovative
11. _____ bête noire
 - K. weak perfume
12. _____ à la mode
 - L. to be chosen from the menu
13. _____ tête-à-tête
 - M. meeting, date
14. _____ faux pas
 - N. with grated cheese on top
15. _____ double entendre
 - O. pet peeve
16. _____ carte blanche
 - P. revolt
17. _____ coup d'état
 - Q. rotten small jar (mixture of dried flowers and spices)
18. _____ à la carte
 - R. a joyful person who lives life to the fullest has this
19. _____ pot-pourri
 - S. something that can be taken two ways
20. _____ fondue
 - T. if you have this, you can do whatever you want

Key: 1.G; 2.J; 3.I. 4.M; 5.R; 6.K; 7.N; 8.H; 9.B; 10.A; 11.O; 12.D; 13.F; 14.E; 15.S; 16.T; 17.P; 18.L; 19.Q; 20.C.

There are many other words and expressions you might use.

BUILDING STUDENT CONNECTIONS AND ELECTRONIC PORTFOLIOS IN A GOOGLE DRIVE ENVIRONMENT

I recently went through my meticulously well-kept baby book prepared for me by my mother. From my birth, she had maintained a living document of my existence filled with greeting cards, pictures, personal notes, locks of hair, and even a beet-kissed stained piece of paper. It is a wonderfully colorful book that allows me to walk back through time and discover things about myself as seen through the eyes of the adults around me. I greatly appreciate my mother's diligent preparation and maintenance of my baby book not only from a personal aspect, but also from a professional standpoint. The book has inspired me to replicate a similar product for students in French classes at Mount Vernon High School (WA). It is my intention to build an archive of the products, both physical and electronic, from the students' earliest days in French class through their fourth year (or whatever year they end their studies). The project has proven to be a bit more of a challenge for me as I have 180 students per year as opposed to my mother's three children, but the rewards have compensated my extra efforts.

Why portfolios in World Language classes?

The idea of archiving student work is not new. Many states require that students build portfolios of their best work for graduation. However, the products collected usually come from core classes of English, Math, Social Studies, and Science. Students in Art and Music often add their personal creative works, but the "extra-curricular" classes, such as World Languages (WL), do not play a major role in portfolio contents. I am of the opinion that WL classes should be considered part of the core curriculum and that student growth in language be highlighted in the student portfolio. Until these aspirations become a reality in my district, I have taken on the role of archivist for my students. My first goal is for the students to develop pride and enthusiasm for their continued development

in language from their first ABCs to their AP practice recordings. By sharing their progress, I intend to increase student awareness of the complexity and creativity that is involved with learning a new language. It is also my objective to show beginning students the progressive portfolios of fourth year students so that they may understand the path that they have chosen. Through this demonstration, first-year students at Mount Vernon High School (MVHS) will comprehend that even

though they are beginners and may not be able to understand or say everything that they want, they will through time, dedication, and effort.

Archiving tool choices

While states provide access to standardized (and for-profit) student portfolio sites such as Digication, Sakai, Pupil Pages, or ePortfolio, teachers may also access archiving space through other free, non-standardized sites such as Evernote (both free and paid options), Weebly, Yola (limited space), or WordPress (free blogging/Web site). For an impressive comparison of on-line ePortfolio sites, consult the site of Dr. Helen Barrett [<http://electronicportfolios.org/eportfolios/tools.html>]. For my classes, I have chosen to link my students and

Fig. 2

their work through Google Drive and Gmail. My familiarity and experience with Google products led me to this tool, but it is not my only option. I do use other mobile iOS/Apple Apps as well as other Web sites, but Google Drive is the main publication source for student products.

Preparing a Google-based archiving environment

Weaving the Google applications into a connected environment involves an initial investment of time. While not overly taxing, it is important to set up the skeleton of the environment before inviting students to join. This advice is given from someone (me!) who went through the process in a somewhat unstructured manner but who has reformulated the steps for ease of use. In constructing the

Fig. 1

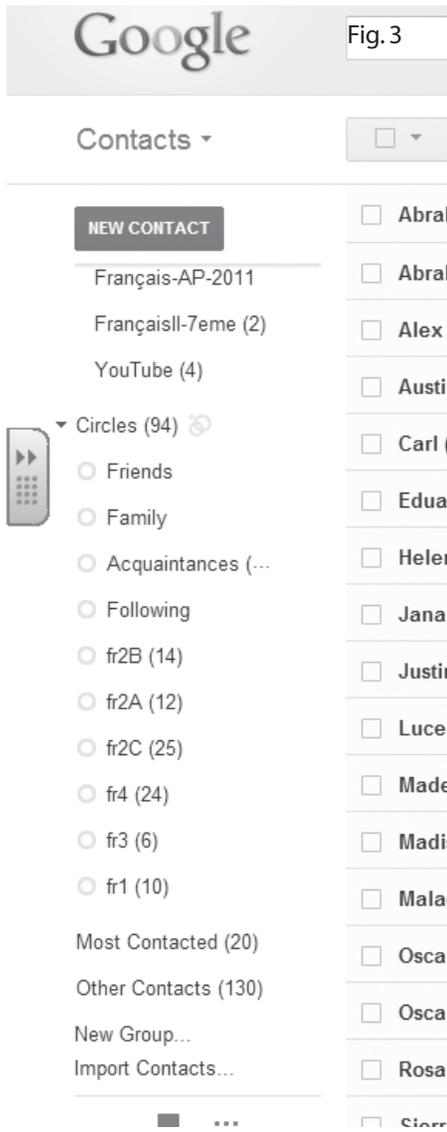


Fig. 3

“Google number” that may be used for free texting and calling. Texts and voice messages are sent to a Voice/Text inbox and to the Gmail account associated with the number.

3. Google Docs (now part of Google Drive)—on-line creation and collaborative editing of word processing, presentation, and spreadsheet documents
4. Google Drive—a cloud-based (on-line) reservoir for file storage and synchronization. Pictures, music, video, and documents can be uploaded, shared, and edited on-line through Google Drive.
5. Google+Circles—a social media sharing product and a portal to Google Hangouts/Video Chats.
6. Picassa—picture storage. I use this for the pictures that I take of French Club events, class shots, and other albums pertinent to the class. Be sure to check on your district’s policy on publishing student images.

Beginning steps: Building a Google-connected environment

1. Make a Google/Gmail account at [google.com]. I have several Google accounts: my personal account, my school class account, an account for the iPods in my classroom, and two accounts related to my work for the AATF. Upon signing in under Google, add a Gmail account tied to it.

For my school class account, I named it: MVHS (first name) French (last name) with the e-mail address: [mvhsfrench@gmail.com]. Choosing this name allows my students to understand that this is a professional account with an academic purpose. Choosing an appropriate first and last name through Google has recently become an issue. In order to use Google Circles, the first and last names must be “real” names—nothing uncommon (abbreviations), no unusual characters or symbols. While my e-mail name is mvhsfrench, I had to switch to “Français” (first) “Mount Vernon High” (last) in order to use the Google+Hangouts (video chat) options. My recommendation is that you avoid

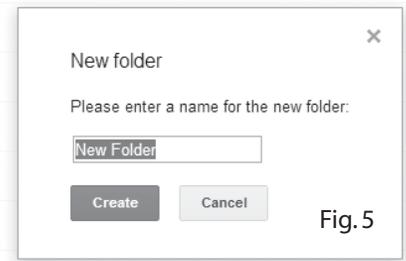


Fig. 5

using the school abbreviation as I initially did.

Google allows users to switch back and forth between accounts by clicking on the user profile and enabling multiple accounts. A user is able to view multiple Gmail and

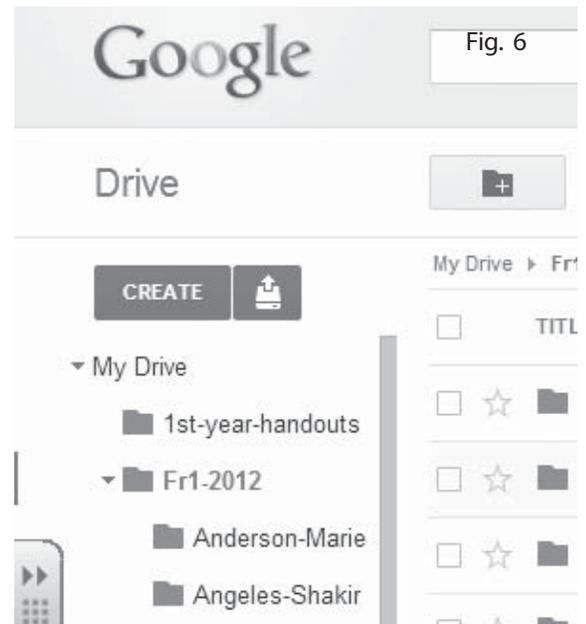


Fig. 6

environment, several Google products will be used. Each of these products is tied to one Google account.

1. Gmail is the Google-based e-mail provider.
2. Google Voice provides users with a

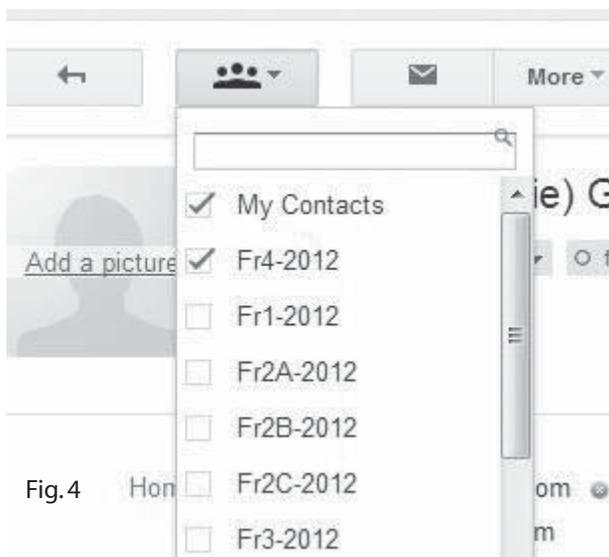


Fig. 4

2. Make a Google number at the Google Voice site. Sign in with your Google account and choose a Google Voice number. My school number is (724) 683-8830 (7chouette0). I had initially wanted a local (360) area code number, but that was unavailable. My second option was to choose a number using a word-based number. I chose “chouette” and Google provided me with a number that used that word. Although Google allows users to link this number to a home or cell phone, I chose not to. You may read more about call forwarding and multiple line options, but for my purpose, I have kept it simple. Through my Google Voice number, students can text me with questions or ideas.

If I have the Google Voice page open, I am able to reply to texts as they appear in the inbox (Fig. 1). Alternatively, the text will appear in my Gmail inbox from which I can reply. At the beginning of the year, all students send me a text with their name. This number will be added to their Google Contact information later (Fig. 2).

3. Set up Contacts in Gmail. While in Gmail, click on the red arrow next to the red word "Gmail" on the top left of the screen. There, you will be able to choose "Contacts." At the bottom left of the page, find the link for, "New Group" and make a group for each class with whom you will be connecting (Fig. 3). I named each class with the code FR(1)-2012 so that I am easily able to update each year the students are with me. As the students sign up for their Gmail accounts and send me a message, I add the students to my contacts and assign them to the correct group (Fig. 4).
4. Set up Google Drive [drive.google.com]. Above the "My Drive" link, click on the "Create" box, and create a new folder for each class (Fig. 5). Click on a class folder to add student folders. Add a nested folder by clicking on the grey box with the plus (+) sign (Fig. 6). To add another student, make sure to

return to the main class folder before adding another student. Otherwise, the second student's folder will be nested under the first student's folder and not in the class. After students have sent their contact information e-mail, you may share their Drive folder with them. To share an individual student folder with the student, hover over the student's name on the left hand side of the page. A grey arrow and a pop down box will appear (Fig. 7). Click on "Share" link twice. At the bottom of the page, add the student's e-mail in the "add people" box (Fig. 8). You may wish to change the sharing options so that the student may only view the uploaded files (Fig. 9). In this way, students are unable to delete or share with anyone else.

5. Students sign up for Google/Gmail accounts. If students already have a Google account with a school-appropriate user name and their real name associated with it, I do not require a separate account. However, as many freshmen do not have a Google account (the age requirement on Google is 13), I provide them with a handout (see Google document on AATF Tech Commission blog for an example) that explains the registration steps. Included on this document are guidelines for choosing a name and appropriate use of Gmail and Google Voice.
6. Students send an e-mail to the class e-mail. I add each student to my contacts and place them into class groups. I also invite them to both the Google Circles (Fig. 10) (see below) and to share in their individual Google Drive folder (see above). Students accept these invitations and from this point, I have a complete contact for each student with name,

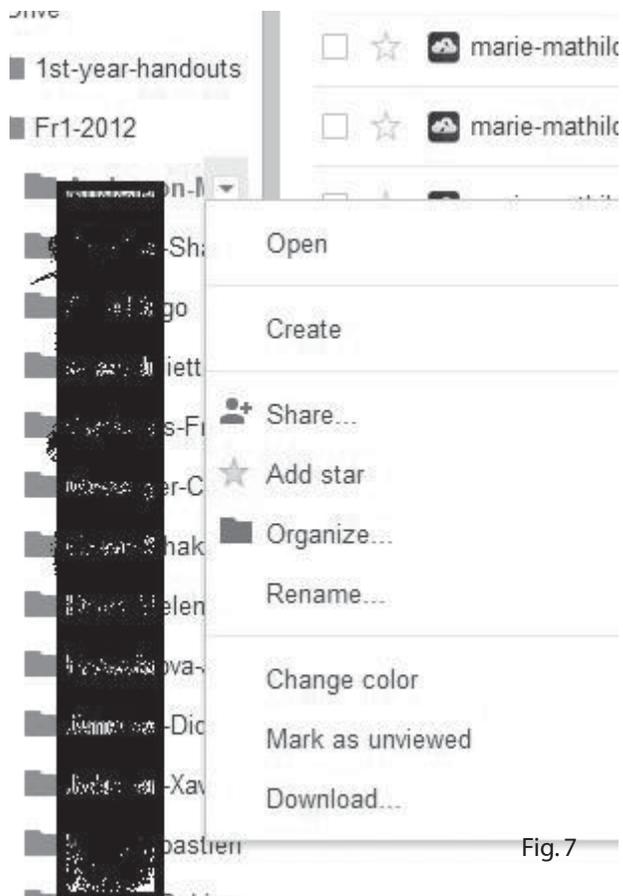


Fig. 7

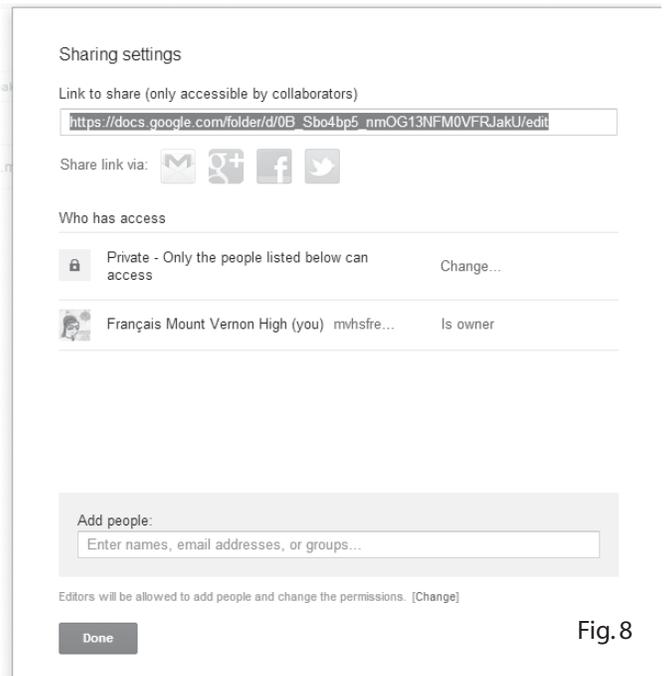


Fig. 8

text number (that they sent me earlier), and Gmail. (Fig. 11) and (Fig. 12).

Archiving student products to Google Drive

Almost any type of file can be uploaded to Google Drive: Word documents, pictures, videos, and scanned items. In the Google universe, accounts have data storage limits: 5 GB for Drive, 10 GB for Gmail, and 1GB for Picassa (picture storage). If you run out of data storage space, you may purchase extra space for \$30 a year. Even after having uploaded many video, audio, and picture files for 180 students, I am only using 3% of my free storage on the Drive site. Users of mobile devices (iPods/Pads/Phones/Android products) may wish to download the free Google Drive app which allows mobile uploads such as pictures, videos, screen shots, and basic word processing documents typed on the App. (Fig. 13).

Examples of saving and uploading

Audio files: When students record audio using a mobile device or a Web-based recording site (like Google Voice, Vocaroo, Audioboo, Chirbit) or a computer program, you may upload the Mp3 or WAV file to Google Drive into the students' folders. As a good practice, I save a copy of each Mp3/WAV file on my external hard drive and upload a copy to the Google Drive. In case of Google failure, there is backup (Fig. 14).

Student records on a mobile/smart device. When a student records on an iOS (Apple) device in my classes, we use the free "Dictaphone/Voice memo" app. Android users have similar recording apps. The student sends the file to the mvhsfrench e-mail address with his or

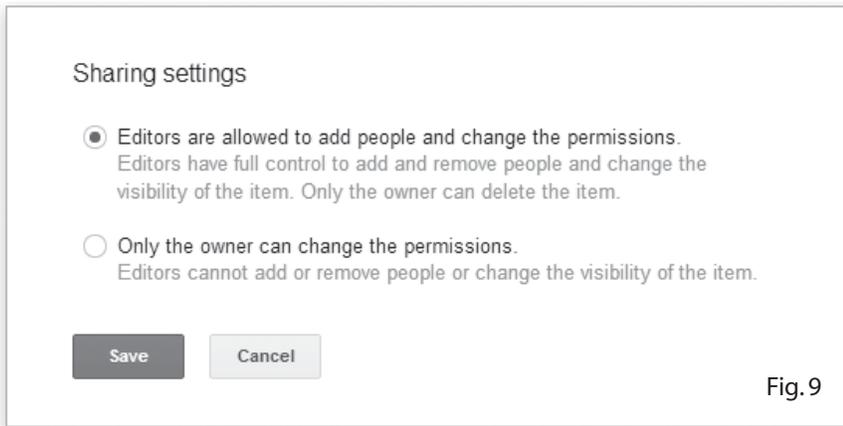


Fig. 9

Student records on Audacity (or other local computer program). Students e-mail their recording from their Gmail account to mine.

Videos: If a video recorded on a mobile device is too long, it cannot be sent by e-mail. Connect the device to a computer, and transfer the video to the computer. Videos that are shot with a video camera may be uploaded from the camera to Google Drive, but it is recommended that you save a backup on a hard drive. As video does take up more space than other products, be aware of the allotted free space on Google.

Pictures: If a picture is taken with a mobile device, it may be sent by e-mail directly from the device. Pictures that are on cameras will need to be uploaded from the camera to the Google Drive either by SD card or cable connection. Adding a copy to an external hard drive is good practice.

Word documents and presentations may all be uploaded to the Google Drive regardless of the platform that they were made on. Student and teacher work composed on Google Drive (documents, presentations, and spreadsheets) are easily shared between each group by allowing permissions on the product. If students work together on a collaborative project, I save a copy in each student's folder.

Scanned items: In case of a physical product (a poem or a drawing), I scan the object and upload the scanned file. Save the scan as a .jpg (picture) or PDF (text). It is important to name these files with the student's name and a short description of the project.

Other uploading options: The Google Drive app allows users to upload photos from either the picture gallery or by directly taking a picture. As the students do not have access to the the mvhsfrench Google Drive account, I do not install this app on the class iPods. It is installed on our class iPad, but this is mostly for my use.

Google Circles / Google Hangouts

Google Circles is a social media platform that is similar to Facebook and Twitter in that you can post status updates with pictures, links, etc. The advantage to Circles is that you can choose the Circle and contacts with which you wish to communicate. If your message is only

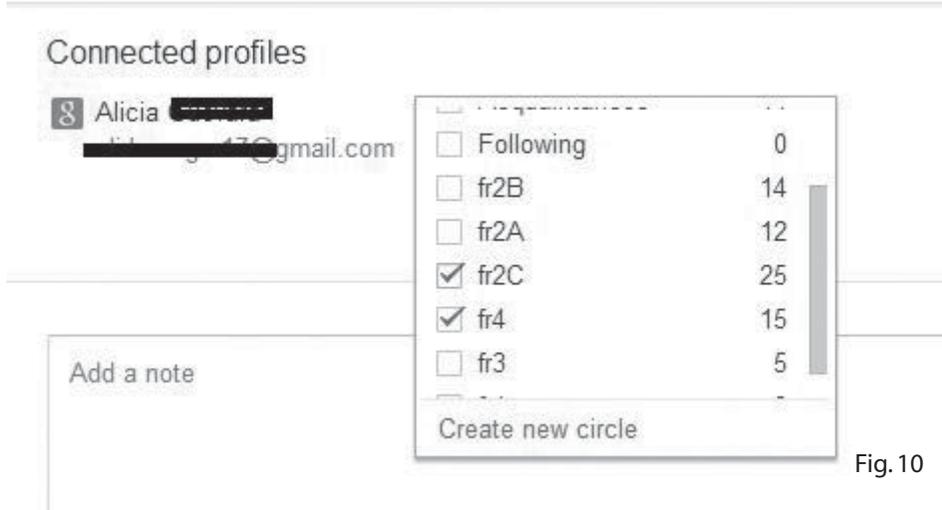


Fig. 10

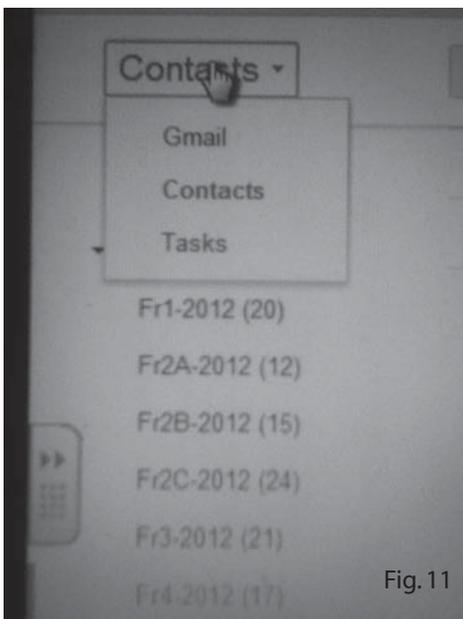


Fig. 11

and save the file (with the student's name and basic description of the recording) on my hard drive in a student-specific folder that resembles my Google Drive folders. I log into Google Drive and choose the correct student folder. From there, I click on the red "upload" arrow on the top left of the screen. The file is uploaded to the folder. Since I have already shared this folder with the student, he or she may view the file as well.

Student records on Google Voice (or other Web-based recording sites). Students may use their phones to call my Google Voice number and leave a voice message. The message will appear both in the Gmail and Google Voice inboxes. Not only am I able to listen to the message directly from the inboxes, I may also download the file to my hard drive and then upload it to Google Drive. These same steps apply to any Web-based recording site.

her name in the subject line. I download



Fig. 12

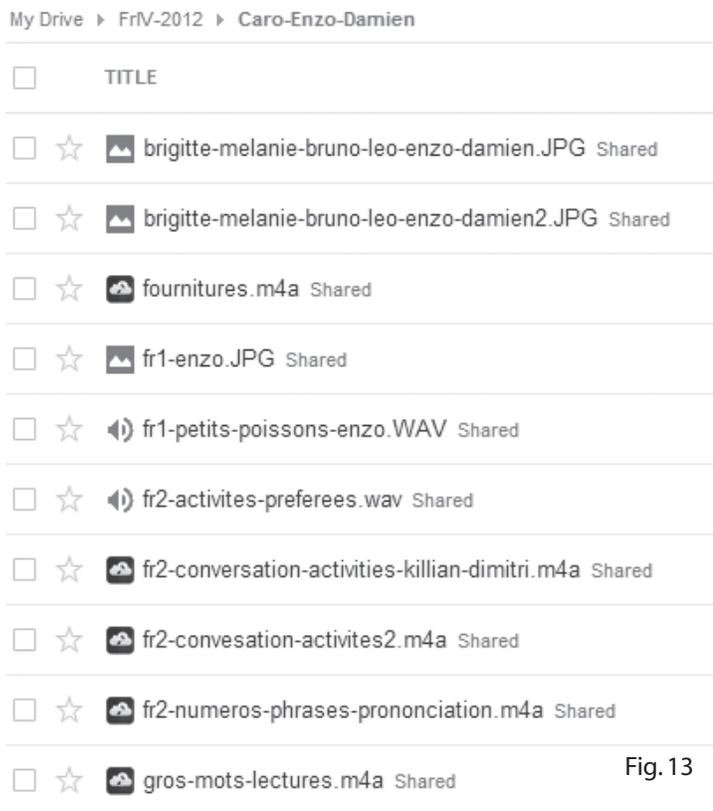


Fig. 13

for French 4, only those students in the French 4 circle will see it. From this site [plus.google.com/hangouts], you may wish to start a Hangout (a video chat) between you, another French class, and your students. As always, it is important to set up expectations for using social media with students. Consult your district guidelines before using this medium (Fig. 15).

Advice for beginners

1. As mentioned several times, it is important to make a backup copy of all files that you upload to Google Drive. There have been too many instances of Internet outages and Cloud-based failure to ignore this suggestion.
2. If the only piece that you take away from this article is to upload and share student work, then you have already

3. Practice good file management skills. If you allow student recordings to back up in your e-mail inbox, it will seem overwhelming to organize them. I have committed to filing and uploading recordings within 48 hours of submission. When a student leaves, allow three months for the student to download his or her files. Send an e-mail reminding them of their portfolio. After three months, delete the files. It may appear to be callous, but storage space is a premium. In all honesty, I have student files from five years ago. I also have a terabyte (1TB) external hard drive to save these files locally. It is fun to share these files with new students, but choose wisely.
4. Consider sharing files with parents and especially administrators. It is important for these parties to know that

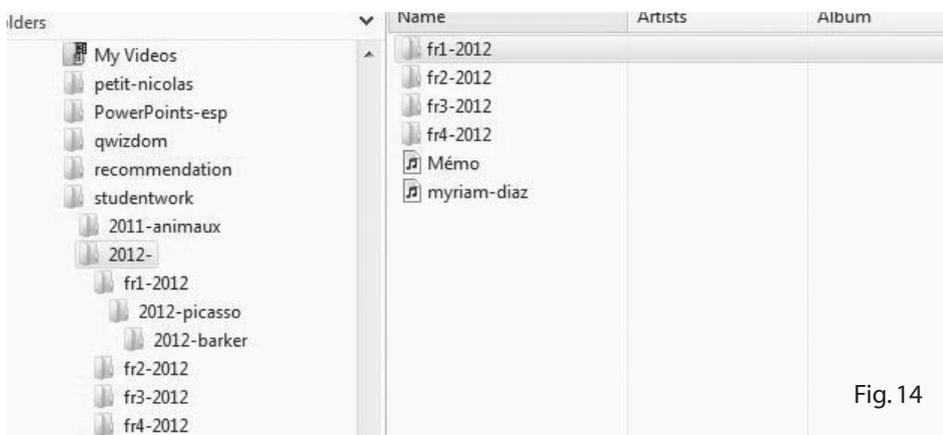


Fig. 14

taken on a major task. Start slowly and add on additional Google products at your own pace. The fact that I use Google Voice, Drive, Docs, and Gmail with my students is due to my experience with the platform and interest in staying connected with my students. If you use another platform to archive student products and are happy with it, it is not necessary to change to the Google environment.

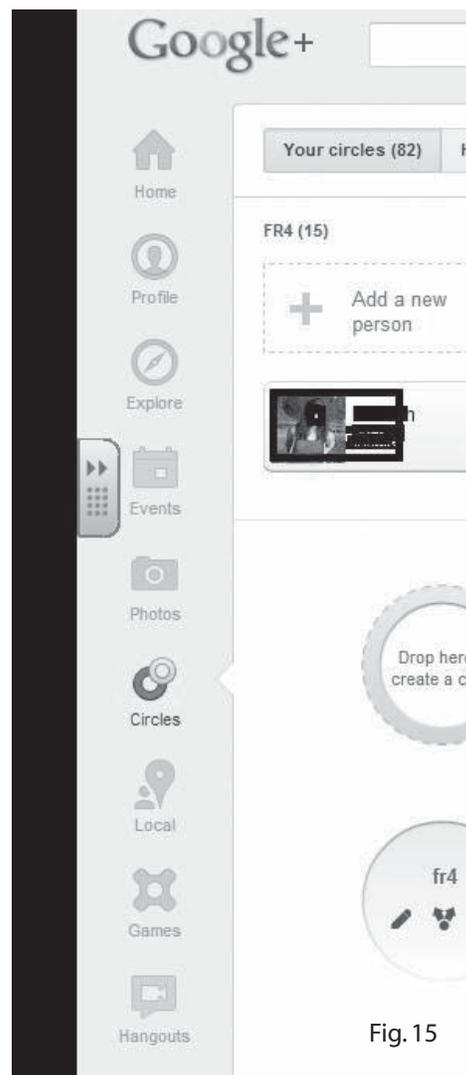


Fig. 15

5. Lastly, if you are ever in need of guidance or advice, please contact me at [catherineku72@gmail.com] or on Twitter @catherineku72.

Screen shots and visuals will be available at [http://aatftech.blogspot.com/].
 Catherine Ousselin
 Mount Vernon High School (WA)
 [catherineku72@gmail.com]

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

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

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

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-steinhart@northwestern.edu]

PHOTOS NEEDED

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

A SAMPLING OF THE MANY SESSIONS OFFERED IN PROVIDENCE

The following titles provide a representative sampling of the sessions that will be offered at the 86th AATF Convention in Providence, July 11-14, 2013 at the Marriott Downtown Hotel, 1 Orms Street. (See page 20 for a list of the three-hour workshops.) In addition, there will be numerous exhibitor and commission sessions, sessions on the *Grand Concours* and *Société honoraire de français*, as well as guest sessions by local speakers. Please note that many of the sessions fit in multiple categories.

All information on registration and excursions is now posted on the AATF Web site at [www.frenchteachers.org/convention]. Excursions and activities are described on page 19 and the registration form can be found on pages 21-22.

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

Partial List of Sessions

Évaluation

Assessing Students Using the Three Modes of Communication
Measuring Student Literacy When Completing Speaking, Listening, Reading and Writing Apps for the Four Skills: *Parler, écouter, lire, écrire*

Promotion et défense du français

Market Your French Program: French Plus...Everything!
So You Can't Learn a Foreign Language? Try French!
Le Français est-elle une langue du 21^e siècle?
Massachusetts Teacher of the Year: *Une Année pas comme les autres*
Hollywood, Florida: A Seasonal, French-Speaking Community
Starting a High School Foreign Exchange Program
Rebuilding a French Program through Focused Recruitment of Heritage Spanish Speakers
French as Your Immediate Investment Strategic Language: Serving the Community
How to Teach College French in Post-Francophile America
Encourageons l'apprentissage du français: non pas pour un citoyen européen mais pour un citoyen du monde

Enseignement précoce

Children's Stories for Middlers!
FLES* Aligns With The Common Core

Cinéma

Regards de cinéastes francophones sur l'immigration
Allons au Cinéma: Promoting French Through Francophone Films
Circularité, répétition et symétrie dans les films de Camille Claudel and *Au revoir les enfants*

Techniques d'enseignement

Teaching French with Sports-Themed Activities
Lesson Study: Collaborating with Our Colleagues in Other Languages
Picturing a Poem
Le Français parlé dans un cours de phonétique
How to Teach Effectively with Authentic Print and Media
Reading for *Québécois* Language and Color: Using *Le Journal d'Aurélié Laflamme* Series in the Classroom
Teaching Francophone Culture: From the Regions of France to the Regions of the French-Speaking World
Le Changement linguistique: quelles implications dans l'enseignement du français langue étrangère?
The Power of Peer Group Teaching and Learning: How to Get Students to Work Together to Learn French

The Fear Factor as Learning Tool: Thematic Pairings of French Supernatural Tales and Horror Films

La Communication orale, avant tout!
Critical Thinking in French in the 21st Century
Standard or Colloquial Usage? What to Teach (and When)
Le Petit Prince Using Literature Circles
Who are We in a Foreign Language? Reflections for the Classroom from Works by Nancy Huston
A New Approach to Teaching the Present Tense in French

Culture et histoire

Exploring and Understanding the Many Cultures of France
La Francophonie et la place du français dans le monde
Teaching Contemporary France: Collaboration, Coverage, and Engagement
Senegal Connections
La France pendant l'occupation
Family Stay in the U.S. or Abroad
Explorons la France contemporaine et le monde francophone!
L'Année 2012 au Québec
The European Union: From Content to Classroom, Enrichment through Understanding
Fondue: Francophone Foodways in and Beyond the French Classroom
The Provençal Santon: An Artifact of Deep France
Les Salons: Florilège d'expressions et de couleurs
A Year in Bouaké: Cultural Experiences Inform Teaching
Général Washington, nous voici!
French, Family, Fun: Visiting Quebec
Une Infamie de l'histoire française: La Rafle du Vêl d'Hiv
Teaching the Relevance of *La Princesse de Clèves* in Today's World: A Web-Based Approach
Using Music in the Classroom
French in the 21st Century: A Case of Unacknowledged Diglossia?

Technologie

T'es branché?
The Story of an E-Portfolio
Technology for the 21st-Century Student of French: Strategies to Inspire, Apply, and Document Teaching
Amuse-guêre ou plat principal: Teaching and Learning the Skills with Technology

Littérature

La Poésie de la Renaissance au 21^e siècle
Enseigner les droits des femmes avec *Le Deuxième Sexe* de Simone de Beauvoir et *Potiche* de François Ozon
Tahar Ben Jelloun et la révolution de Jasmin: *L'Étincelle* et *Par le feu*
Paul Auster's Promotion of French Literary Influence into the 21st Century
Douceurs du Bercail: La Dignité humaine enseignée dans la classe de français au 21^e siècle
La Littérature franco-canadienne du 21^e siècle: minoritaire mais moderne
Éric Emmanuel Schmitt, l'homme et son oeuvre
La Folie, l'intertextualité, la citation de soi-même dans l'oeuvre de Leïla Marouane
Le Train de Georges Simenon: Histoire d'une vie sous la France occupée
Digging up the Green Field: French Poetics Beyond Prévert

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

Étudiants sans frontières: Concepts and Models for Service-Learning in French, edited by Jacqueline Thomas. First publication from the AATF Press (190 pp.) \$25.

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

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].

EIGHTH INTERNATIONAL CONFERENCE ON LANGUAGE TEACHER EDUCATION, May 31-June 1, 2013, Washington, DC. Information: National Capital Language Resource Center (NCLRC); e-mail: [nclrc@gwu.edu]; Web: [nclrc.org/profdev/conference_events.html].

ADFL SUMMER SEMINAR NORTH (ADFL), June 6-9, 2013, Pittsburgh, PA. Information: David Goldberg, Associate Director, ADFL, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 576-5134; e-mail: [dgoldberg@mmla.org]; Web: [www.adfl.org].

9TH ANNUAL SYMPOSIUM ON BILINGUALISM, June 10-13, 2013, Singapore. Information: Web: [linguistics.hss.ntu.edu.sg/ISB9/main.html].

INTERNATIONAL ASSOCIATION FOR LANGUAGE LEARNING TECHNOLOGY (IALLT), June 11-15, 2013, Fort Lauderdale, FL and Baton Rouge, LA. Information: web: [2013.iallt.org].

INTERNATIONAL SOCIETY FOR LANGUAGE STUDIES (ISLS), June 13-15, 2013, San Juan, PR. Information: ISLS, 2885 Sanford Avenue SW, #21186, Grandville, MI 49418. Information: e-mail: [webb@isls.co]; Web: [www.isls.co].

ADFL SUMMER SEMINAR SOUTH, June 18-21, 2013, Houston, TX. Information: David Goldberg, Associate Director, ADFL, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 576-5134; e-mail: [dgoldberg@mmla.org]; Web: [www.adfl.org].

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

INTERNATIONAL LANGUAGE TESTING ASSOCIATION (ILTA), July 3-5, 2013, Seoul, Korea. Information: Language

Testing Research Colloquium 2013; web: [www.ltrc2013.or.kr].

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].

EUROPEAN SECOND LANGUAGE ASSOCIATION (EUROSLA), August 28-31, 2013, Amsterdam, The Netherlands. Information: EUROSLA 23; Web: [aclc.uva.nl/conferences/eurosla-23.html].

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS (NYS AFLT), October 11-12, 2013, Buffalo, NY. Information: NYSAFLT, 2400 Main Street, Buffalo, NY 14214; phone: (716) 836-3130; Fax: (716) 836-3020; e-mail: [info@nysaflt.org]; Web: [www.nysaflt.org].

PENNSYLVANIA STATE MODERN LANGUAGE ASSOCIATION (PSMLA), October 18-19, 2013, Pittsburgh, PA. Information: Phyllis R zodkiewicz, Business Office, 5410 Gardner Drive, Erie, PA 16508; e-mail: [przodkiewic@roadrunner.com]; Web: [psmla.net].

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].

MODERN LANGUAGE ASSOCIATION (MLA), January 9-12, 2014, Chicago, IL. Information: MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 576-5000; fax: (646) 458-0030; Web: [www.mla.org].

FIND IT ON-LINE

Here are some useful links to frequently requested items:

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

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."

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/]

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



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REMINDER: IMPORTANT DEADLINES AND DATES

May 31	Deadline for Pre-Registration for Johnson & Wales Cooking Class at AATF Annual Convention (see pages 21-22)
June 11	Deadline for Pre-Registration for the AATF Annual Convention (see pages 21-22) Deadline for Hotel Reservations at the Convention rate (see page 19)
July 11-14	AATF Convention in Providence (see page 19)
August 1	Deadline for submissions to the May 2013 Special Issue of the <i>French Review</i> (see page 4) Deadline for submissions for the September issue of the <i>National Bulletin</i>
August 15	Deadline for submissions to the "Réponses Rubric" for the May 2013 issue of the <i>French Review</i> (see page 4)
September 1	Deadline for submissions for the November issue of the <i>National Bulletin</i>
November 1	Deadline for submission for the January issue of the <i>National Bulletin</i>
Nov. 5-11	National French Week
November	Deadline for submissions to the National French Week Essay and Video Contests (see page 25)
December 15	Deadline for submissions for the 2014 AATF convention in New Orleans (available September 2013)

VENEZ NOMBREUX AU CONGRÈS DE L'ASSOCIATION DES ÉTUDES CANADIENNES AUX USA

The Association for Canadian Studies in the U.S. (ACSUS) is holding its biennial conference from November 19-23, 2013 at the Marriott Waterside Hotel and Marina in Tampa, FL. We have joined forces with the Mexican Association of Canadian Studies and the Canadian Network Association as Co-academic sponsors. Also invited are members from many Canadian Studies Associations from around the world. There will be readings by renowned Quebec authors and many sessions in French on Quebec literature and culture. We invite any AATF Chapters to hold their meeting at the conference hotel in a room that we will provide. Come join us in sunny Florida with your family and friends for some cultural enrichment and a warm welcome from our neighbors to the North. For details, contact: Myrna Delson-Karan, President, ACSUS or consult the ACSUS Web site: [www.acsus.org].

Découvrez Providence!

Congrès annuel de l'AATF du 11 au 14 juillet 2013