

NATIONAL BULLETIN

Volume 39, No. 3 January 2014



2014 AATF CONVENTION IN NEW ORLEANS

Mark July 19-22, 2014 on your calendars! The 87th annual AATF convention will be held on those dates at the Astor Crowne Plaza Hotel in New Orleans. The hotel is located on the corner of Canal and Bourbon Streets, in the heart of the *Vieux Carré*. We are planning a number of exciting activities as well as the usual excellent professional program.

Hotel Information

The convention will take place at the Astor Crowne Plaza Hotel, located on the corner of Bourbon and Canal

Streets. The incredible convention rate we have negotiated is \$145 (+ taxes). Reservations can be made on line at [<http://www.ihg.com/crowne-plaza/hotels/us/en/new-orleans/msyla/hoteldetail?groupCode=ATF>]. Reservations can also be made by calling the reservations department at (888) 696-4806 or (504) 962-0500 and ask for the AATF 2014 Annual Convention group rate. The group block code is ATF.

Our Francophone Heritage

New Orleans is at the heart of our American Francophone heritage, but many of us are unfamiliar with the specifics of the traditions of French language and all the different French-speaking cultures that contributed to the multicultural heritage of the city. In fact, although New Orleans was founded in 1718 by Jean-Baptiste Le Moyne de Bienville, in 1763 it was ceded to Spain by the *Traité de Paris* until 1801 when it was returned to French control. Shortly thereafter, it was sold to the U.S. as part of the Louisiana Purchase.

The presence of French speakers in the city has always been significant, and the history of immigration to New Orleans and to Louisiana is fascinating. In particular, many Acadians eventually found their way to Louisiana following the *Grand Dérangement* in 1755, and they were later joined by refugees from the Haitian Revolution in 1804. These and many other groups form the cultural melting pot that is New Orleans.

At the time of the Civil War, New Orleans was the largest city in the

Index

President's Message	3
AATF Executive Council	6
AATF Commissions	8
Preparing for the AP Language Exam ..	11
Outstanding Senior in French Award ...	12
AATF FLES* Poster Contest	13
Advocacy Depot	15
Call for Nominations-Vice President....	16
Future Leaders Program	17
Excellence in French Awards	17
Senior/Excellence Award Form	18
Excellence in Teaching Awards	19
Executive Council News	20
Walter Jensen Scholarship	20
AATF Small Grants	20
Classroom Activity	21
<i>Salut les jeunes!</i>	23
Summer Scholarships	25
Call for Nominations-Regional Rep	29
Webinars	29
AATF Materials Center	30

South, and from the earliest days has been an important port. Located 105 miles upstream from the mouth of the Mississippi River, it is today the fifth largest U.S. port. Situated on both sides of a bend in the river and along the shores of Lake Ponchartrain, much of the city is at or above sea level, although on average it is below sea level. After hurricane Katrina, most of the city was flooded when the levee system failed.

New Orleans is famous for its cuisine. Hopefully, everyone will have a chance to sample the *beignets* and *café au lait* at *Café du Monde*, but also the gumbo, crawfish *étouffé*, and *po' boys*, and much more that the city's restaurants have to offer.

New Orleans has many historic neighborhoods, and we are arranging walking tours of parts of the city. St. Louis Cathedral is the oldest cathedral in the U.S. New Orleans is the birthplace of jazz, and participants can explore the music and nightlife along Bourbon Street right outside our hotel.

Program

We expect to have a full program of sessions and workshops with a number of additional features, including a *dictée*. We are also exploring possible areas of collaboration with local groups. We are working with our local contacts as well as the *Centre de la Francophonie des Amériques* in organizing the convention.

We are planning sessions that will highlight the French heritage in Loui-

siana, efforts to preserve the linguistic heritage and to ensure the teaching of French in Louisiana schools, as well as sessions on the history, music, cultural traditions, and literature of the state.

In addition to all the inspiration that can be drawn for lessons from the French, Cadien, and Creole heritage of the city and state, participants can also learn about the geography and geology of the Mississippi River. From 1682 when Robert, cavalier de la Salle claimed the territory for France, the river has attracted interest. First as a path for exploring, most often as an avenue of commerce with the vast interior of the country, it was also a gateway for rival powers. It is no surprise that one of the first goals of the Union during the Civil War was to secure the port of New Orleans. The geographic position of the city and the unique environmental concerns of the Mississippi Delta also provide food for research and classroom projects.

Activities

In addition to the wonderful summer activities traditionally available in New Orleans, we are working on a number of ideas for post-convention workshops and excursions to places of interest in the region.

Watch the AATF Web site for more details regarding costs, travel, the program, and other information which will be posted as the various elements are confirmed.

Laissez les bons temps rouler!

ALLONS AU CINÉMA: PROMOTING FRENCH THROUGH FILM

Fourteen French and Francophone films are presented with vocabulary and activities for the classroom at both secondary and post-secondary levels.

_____ *Allons au cinéma* x \$25 = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ.,
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AATF NATIONAL BULLETIN
Volume 39 Number 3 (January 2014)
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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

Bonne année, bonne santé à tout le monde! As the new year dawns, may it bring you much success and happiness. As French teachers, may we see prosperity in our classes and a revitalized interest in France and *la Francophonie*. The AATF has many initiatives that encourage us.

First of all, think vacation. When you visit New Orleans in July, bring your family and friends and spend a few more days exploring *la Francophonie* in America. A few more days, that is, after you have attended the AATF 2014 Convention (July 19-22). Our convention promises to bring you opportunities for professional development, immersion in French, and interaction with other teachers. You will experience “le français, langue à multiples visages” in the heart of the *Vieux carré*. The carnival masks will remind you that French is the language of literature, science, art, business, the media, and has many other lives that you will discover as you share with colleagues.

In New Orleans, you will learn of our Exemplary Program Award. Your pro-

teacher as an assessment. Don't forget: Every child is a winner! Join the nearly 100,000 who are among the *gagnants* each year (see the AATF Web site),

As the second semester approaches, schools plan awards ceremonies. Let French be a part of them. The AATF sponsors the *Société Honoraire de Français*, to which your outstanding students can belong (see pages 22, 31). I have often assisted at this impressive ceremony as a speaker and can assure you that students and parents consider their induction a great honor. It may help the students to gain admission to the college of their choice and eventually open doors to a career. The *Société Honoraire* and *Concours* are among our most popular membership benefits. You may not know that the AATF also offers an Outstanding Senior in French Award to both high school and university students. It too will bring joy to the recipient and will promote French at the same time. While only one student can receive this award, any number of good students



2015. Plan your vacations now in conjunction with the National Convention. Both spots are filled with *la Francophonie*. Tell your colleagues about these opportunities. If you want still more immersion, look into the scholarships offered by the AATF through the Embassy of France, the Quebec Government, and Belgium. All of these opportunities are listed on our newly-updated Web site. If you haven't visited us recently, go to [www.frenchteachers.org], and you will be surprised and pleased with the new look.

As the New Year begins and warmer days are on the way (“We are nearer to spring than we were in September”),

No amount of advertising will equal one personal contact.

gram may qualify, especially if you are reading this. We are looking for innovation in ideas and enthusiasm in teaching. Does your school have a FLES or middle school program? Do you teach Level 5, AP, or IB? Does your university have a combination French major or minor with other disciplines? Do you have exchange programs, study abroad, creative internships or service learning projects? Do your students engage in innovative projects? If so, we want to advertise your program on our Web site and recognize your school or university. Good models inspire more good programs. Become a model, and generate more models.

You can also promote your French program by participating in the National French Contest. Most chapters require registration in January. Now is the time to prepare the forms. If you have been a long-time participant, you know the benefits. Encourage more of your students to take the *Concours*. If you have not participated for some time, you may be surprised at the changes. Your students will experience real language, taken from authentic written and oral texts. This will in turn prepare them for AP and IB. Like these other exams, the *Grand Concours* places grammar in context, so that it becomes more meaningful to the student as an experience and more useful to the

may receive the Excellence in French Award. Try it this year!

While we have many dedicated members in the AATF, we still have more teachers of French who have never even heard of the association. If we want to present a united front in the face of negative publicity directed toward foreign language study, we need to increase our membership. No amount of advertising will equal one personal contact. Make a new year's resolution to interest a nonmember colleague or acquaintance in joining the AATF. Invite the person to a meeting of your local chapter. Pass on this copy of the *National Bulletin*. Send for some of our flyers or pick up a few at the local or regional conferences, and share them with others. The cost of membership is very little in comparison with the benefits. The AATF advocates for you and for the study of French. Remember also to nominate a candidate for the AATF Leadership Program (see page 17) which precedes the National Convention. Our past leaders are already contributing marvelously to the Association. We need more people to spread the word that French is alive and well.

And now for a bit of long-range planning: the AATF is going from south to north, from New Orleans in 2014 to the beautiful Saguenay region of Quebec in

I would like to remind you that I am anxious to visit any of your chapters that I can. If I cannot come, I would be glad to share your newsletters, exchange e-mails or phone calls with you, and promote your programs in any way possible. I met many of you at ACTFL, especially our southern colleagues, and will be attending the Northeast Conference and possibly another of the regional meetings. Please stop by and introduce yourself.

Meanwhile, think of “le français, langue à multiples visages.” Introduce your students to the idea that French is everywhere: on all continents, in all historic ages, in all the professions. They will find it in literature and on labels, in English language roots and popular expressions, in the European Union and the United Nations. France and Canada are high on the list of our trading partners, and French technology is behind many of the products we use and the planes in which we fly. The future of French depends on all of us, and the AATF is here to encourage and sustain us. *Bonne et heureuse année!*

Mary Helen Kashuba

Mary Helen Kashuba, SSJ
Présidente, AATF
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Support the AATF and the Promotion of French in the U.S.



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

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

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

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

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

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

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

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

In addition to these categories, members will also be recognized each November in the *National Bulletin* as a Sponsor, Patron, or Sustaining Member. However, we welcome contributions in any amount. Please make a donation to the AATF Fund for the Future when you return your dues invoice this fall. A contribution made in 2014 is deductible on your 2014 income tax return.

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

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

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

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

Avec nos plus sincères remerciements!

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

J'aimerais souhaiter à toutes et à tous un heureux et prospère 2014.

Si vous n'avez pas encore renouvelé votre adhésion à l'AATF pour 2014, je vous encourage à le faire aussi rapidement que possible. Si vous voulez participer au Grand Concours, à la Société Honoraire de Français ou au congrès de la Nouvelle Orléans, il est important de vous occuper de votre cotisation à l'avance. Plus les membres renouvellent tôt, plus nous économisons des frais de poste, et vous n'encourez pas le risque de manquer des annonces pertinentes. Nous vous remercions de votre fidélité.

Pourquoi devenir membre de l'AATF

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

Recrutement

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

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

Aidez-nous à contacter tous les professeurs de français à tous les niveaux. Envoyez-nous les noms de membres potentiels. Vous pouvez nous les envoyer directement à [recruit@frenchteachers.org].

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

Advocacy

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

- *Advocacy Depot*: vous y trouverez des liens utiles vers des ressources pour la défense du français, des sites consacrés à plusieurs états avec des données historiques et économiques ainsi que des stratégies d'utilisation;
- *Advocacy Wiki*: vous y découvrirez des échantillons de documents, des lettres-types, des articles sur la difficulté relative de différentes langues étrangères, des données culturelles et économiques sur l'importance du français; des témoignages d'anciens élèves; des stratégies qui marchent;
- *Archives du National Bulletin*: il y a des articles sur la promotion du français, des activités grandes et petites pour mettre en valeur le travail des élèves et des idées pour la célébration de la Semaine du Français mais qui pourraient servir tout le long de l'année;
- *Joint National Committee for Languages/National Council for Languages and International Studies (JNCL/NCLIS)*: L'AATF est membre fondateur de cette fédération qui regroupe plus de 60 associations consacrées à l'enseignement des langues. Le site [www.languagepolicy.org] affichent des

conseils pour monter des campagnes de défense, pour convaincre des décideurs et pour contacter les élus.

Notre Commission pour la Défense du français est prête à venir au secours des programmes directement menacés. N'hésitez pas à faire appel à nous.

Nouveaux moyens de communication

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

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

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

Congrès régionaux

Si vous assistez au congrès de SCOLT, au *Northeast Conference* ou au *Central States Conference*, venez visiter le stand de l'AATF dans le salon des expositions et pensez à participer aux sessions et ateliers organisés par l'AATF. N'oubliez surtout pas le congrès de l'AATF du 19 au 22 juillet à la Nouvelle Orléans. Profitez d'un congrès entièrement dévoué au français et amenez votre famille pour visiter notre belle ville francophone.

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She is an *Officier dans l'Ordre des Palmes
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Lisa Narug, Director of the National
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Region IV (Southeast) Representative **Catherine Daniélou** (Ph.D. Michigan State) is Associate Professor and Associate Dean at the University of Alabama at Birmingham. She specializes in 17th-century French literature and also likes

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Region V (East Central) Representative **Fred Toner** (Ph.D. Kansas) is an Associate Professor of French at Ohio University and served as Chair of the Department of Modern Languages. He is the co-director of the Ohio Valley Foreign Language Alliance and Past-President of the Ohio Foreign Language Association. Fred has written articles on foreign language pedagogy and methodology, 19th-century French literature, and contemporary French civilization, and is co-author of an intermediate-level French composition textbook. His latest research centers on the minority voice in contemporary France. E-mail: [toner@ohio.edu]



Region VI (West Central) Representative **Eileen Walvoord** (M.A. Montclair State University, NJ) is a member of the Chicago/Northern Illinois Chapter and served two consecutive terms as both program chair and president. She is currently the chair of the chapter's Advocacy Committee and serves as immediate past-president. Eileen is a member of the committee that created the French Advocacy Wiki. She teaches third year and fourth



year/AP French students at Niles North & Niles West High Schools in Skokie, IL. E-mail: [eilwalv@aol.com]

New Region VII (South Central) Representative **Marie Schein** (Ph.D., University of North Texas) is Instructor of French at Texas Christian University. She is President of the North Texas AATF Chapter and Co-Chair of the AATF Commission on Cultural Competence. Her interests include French and Francophone cultures and literatures, Technology, and Service-Learning.



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



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



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**Commission on Colleges & Universi-
ties**
Chair to be named [2016]
Contact President Mary Helen
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MIDDLE SCHOOL COMMISSION SEEKING AUTHORS

The AATF Commission on Middle Schools is actively seeking teachers who would like to help in creating a hands-on volume of activities to accompany authentic children's stories. Contributors will be sent a template to follow and will be assisted as they compile their activities. Final formatting will be done by the Commission Chair prior to publication of the volume.

In order to help those who are considering participating in this project, here are the steps to follow to prepare a story for publication in the AATF Middle School Manual:

- Choose an authentic children's story from any Francophone country and please let me know what you have chosen in order to avoid any duplications.
- Page 1
 - a. Find a free graphic for your story;
 - b. Record the title, author, publication information, and the ISBN number;

- c. Write a short summary of your story in English;
- d. List the main vocabulary and grammatical structures addressed in the story.
- Pages 2- 5+
 - a. Create a minimum of five activities for your story, trying whenever possible not to repeat activities that have already been done (Please check with me before preparing an activity);
 - b. Give the activity a name and include a small copyright free image to go with each activity;
 - c. List all supplies needed for the activity;
 - d. Write out clearly all instructions for doing the activity;
 - e. Make a list of all the national standards addressed in each activity.

If you have any questions, comments, and/or suggestions as you are working on your selection, please feel free to e-mail me, and I will be more than happy to

help you in any way I can.

I look forward to receiving your completed activities!

Janel Lafond-Paquin ♣
Chair

AATF Middle School Commission
[madamep51@hotmail.com]

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."

REGIONAL REPORTS

REGION VI: WEST CENTRAL

The Greater St. Louis Chapter continues to attract French teachers from all levels and offer their programs free of charge. Following the chapter's tradition of offering culturally rich and intellectually stimulating programs, this past fall members gathered to explore the musical career of Jacques Brel. To respond to the members' pedagogical needs, this program also included a discussion of research findings on the use of music in the classroom. Then, as in the previous year's follow-up to a program on Jacques Prévert, the chapter joined with a local Francophone organization, *La Société française*, to offer their members and their students a live performance of Brel's music.

Another example of working with Francophone organizations is the annual

Kasch, who was chosen to receive an AATF Scholarship to study in France last summer, has recently joined the chapter's executive council.

In her first term as president of the Minnesota Chapter, Joëlle Vitiello, has recruited several new individuals to take leadership positions, including two new Vice-Presidents and a Recording Secretary on a board that includes a mix of teachers at all levels.

In terms of networking, this chapter takes advantage of the resources of its many local colleges and universities and has a very close relationship with the *Alliance française de Minneapolis*. Another AATF ally and collaborator is the group of local Minnesotans with French-Canadian roots who organize the annual "Franco-fête" which will change this year to a summer celebration. Recently the chap-

bers this past year received three newsletters full of articles, books reviews, classroom ideas, and teacher recognition. A newsletter favorite among teachers unable to travel each year to France, and highly recommended to all French teachers who want to be in the know, is the series of articles by John J. Janc, professor emeritus, Minnesota State University at Mankato, "Que se passe-t-il en France?"

The Minnesota Chapter excels at staying in touch with its members through regular e-mail messages that keep members informed and build excitement for upcoming activities. The chapter Web site provides extensive up-to-date information and publishes selected articles from the chapter's newsletter. The chapter's book club also met regularly this past year.

At their fall business meeting at the

The Chapters of Region VI continue to fulfill their mission of offering professional support to their members and at the same time creating and cultivating partnerships with other Francophone and Francophile organizations.

student "Concours de Rédaction," an event held jointly by the AATF and the *Alliance française de Saint Louis*, that recognizes and encourages student excellence in writing. In January, the chapter's traditional *galette* celebration offered the members camaraderie and culture, while the mid-winter program on the founding of St. Louis and the role played by French colonial women will take place in conjunction with the 250th anniversary of the founding of the city. This local historical French influence will also be shared with all who attend the AATF reception that will be hosted by the Greater St. Louis Chapter at the Central States Conference in March. Chapter member Michelle

ter's ties with the Minnesota Council on the Teaching of Languages and Cultures have been reinforced with presentations at their conference by chapter president Vitiello, Patricia Mougel, and Michelle Cassavante.

This chapter has continued to not only enroll students in the National French Contest and but also the annual *Concours Oral* which is a tradition that Minnesota shares with Wisconsin and that has spread to Illinois. Last winter, the Minnesota event included 1158 participants in spite of snowfall that prevented several schools from being able to attend!

The Chapter has also continued its traditions of holding an annual breakfast

for the recognition of the success of the *Grand Concours* as well as a spring dinner and program, this past year with French artist Béatrice Coron. The Chapter's annual Teacher of the Year prize was awarded to Dianne Sandberg of North High School, North St. Paul.

Chapter mem-

WAFLT conference, the Wisconsin Chapter welcomed a new president, SuAnn Schroeder, voted for a new president-elect, Andrea Behn, without having to say good-bye to the outgoing president, Justin Frieman who then became past-president. Michele LaPean-Usher, past president for the last two years, was on hand to oversee the handoff. This presidential election process provides for the grooming of the new leader, transition time for the current leader, and the preservation of institutional knowledge. They do this by including a two-year term for the president elect, a two-year term for the president, and a two-year term for the past-president. So the talents of three chapter leaders are all involved at any given time and presidential succession is never a crisis!

The Chapter continues to encourage involvement for beginning-of-career teachers by offering its prize of sponsorship to the Future Leaders Fellowship Program at the AATF national convention to an "Étoile montante." This past year's recipient and Wisconsin participant in the Future Leaders Program was Andrea Behn. The Chapter also created visibility and recognized the tremendous value of community involvement by awarding its first "Héros du Français" award to Linda Norderhaug, a parent at Brookfield



AATF Greater St. Louis Chapter Committee

Academy who has been an exceptional supporter of the school's French program.

A new initiative to memorialize longtime member Lillian Trottier, has begun with the establishment of a memorial fund to provide awards for students and their schools based on their performance on the National French Contest and at the chapter's annual *Concours Oral*. This event includes both regional and final competitions with an increase in the elementary level entries this past year..

The Wisconsin Chapter has strong ties to the University of Wisconsin-Milwaukee and also with the University of Wisconsin-Madison where the annual "French Day" event took place. In addition to networking, this event shows high school French students what kind of undergraduate and graduate school opportunities await them in terms of majors, minors, combined degrees, service learning, and study abroad.

The Chicago/Northern Illinois Chapter, with the resources of the largest city in the Midwest, continued its tradition of providing its members with three cultural and pedagogical programs. Last year they chose to focus on theater, drama, and poetry in the winter and on technology and speaking activities in the spring. This past fall's program was a delicious hands-on experience where teachers in small groups prepared "tartiflette" a dish from the Haute-Savoie that can easily be prepared with students. The 2013 National French Week celebration included a winemaker's dinner for teachers and trivia and film contests for students.

The annual Student Immersion Day has continued to grow and, for the third year, a *Concours Oral* in April, modeled on the Wisconsin and Minnesota events, has done the same.

Three chapter members received AATF Small Grants and three others, Pat Olderr, Todd Bowen, and National French Contest Director Lisa Narug received the prestigious designation of *Chevalier dans l'Ordre des Palmes académiques*. This past year's *Prix du Chapitre* was awarded to members Bobbie Kieffer and Éloïse Heland, and outgoing *Attaché culturel adjoint* at the French Consulate in Chicago, Jean-François Rochard was honored with a gift to thank him for his support



Chicago Chapter members prepare *tartiflette*.

and service to the mission of the AATF.

The chapter members now enjoy a newly-designed Web site and have continued to receive by mail three issues of the chapter newsletter which is also archived on the Web site. The Chapter continues to offer its members on-line interaction through Facebook.

The Greater Kansas City Chapter continues to have three regular events every year: member meetings in the fall and winter and this past year their third event was an Immersion Day for teachers, partially funded by an AATF Small Grant.

For their fall meeting, the Chapter met at Jazz Louisiana Kitchen. They enjoyed hearing reports about the AATF Convention in Providence, a presentation by AATF Summer Scholarship winner Susan Smith on her program in France, a brief overview by Nacer Khelouz of his visit to Algeria this summer and by Ann Sunderland and Janet Fisher of their tour of Morocco, by Susie Hennessy of her study abroad trip in France and by Katie Madigan with her reference to the French in the sign outside of the Great Bazaar in Istanbul. They thoroughly immersed themselves in French and Cajun cuisine!

In October, Claudine Evans and Katie Madigan represented France at Rockhurst University's World Cultures Day, with students in the advanced class impersonating French film directors and entertaining visitors who were lined up for *crêpes*; AATF members also attended the simulcast hosted at Rockhurst University and sponsored by the *Alliance française* of Julia Kristeva's talk on the future of the humanities with Professor Arnold at the University of Chicago. In December, Chapter members also visited the Impressionist art exhibit at

the Nelson-Atkins Museum with a tour in French with docent Shirley Spiegel and continued their tradition of a Christmas dinner together.

This chapter has a close relationship with the local *Alliance française* and is planning to partner with the AF on a webcam event.

The Downstate Illinois Chapter suffered a critical loss when its president, Katy Dueppen, and her family moved to Wisconsin. Member Lynda Lopez, happily, was ready to take up the leadership tasks. This past year, efforts were made to overcome the distances that separate many of the chapter members by holding informal meetings in a number of different areas.

Lynda visited with Downstate members and offered two sessions at the ICTFL state foreign language conference, "Diversity is Delicious," which also featured chapter member and our own Executive Director, Jayne Abrate giving a half-day workshop on French cuisine.

The Iowa Chapter continues to use the state Foreign Language conference as the occasion for its membership meeting and is planning for elections to the executive council.

Respectfully submitted,
Eileen Walvoord
Region VI Representative
[eilwalv@aol.com]

AATF COMMISSION ON HIGH SCHOOLS

The goal of the Commission is to facilitate the sharing of lessons and materials for middle school and high school students that reflect the three modes of communication: interpretive, interpersonal, and presentational. We know that many teachers have developed excellent lessons for all levels of French that are thematic and develop critical thinking skills. Now is the time to share your excellent work with other teachers who are looking for more creative ways of presenting their content. Please consider submitting your lesson plans to Anne Jensen, Commission Chair, at [annejensen@att.net]. On the Web site there is a five-step lesson plan template to ensure consistency in lesson plan format submissions. We hope that the Web site will become a place where teachers will find a variety of lessons and ideas for their classes. AATF High School Commission website: [https://sites.google.com/site/aatfhighschoolcommission/home].

Anne Jensen ✿, Chair
Gunn High School (CA)

WORLD LANGUAGE TEACHING: PREPARING FOR THE AP LANGUAGE EXAM IN PRE-AP LANGUAGE CLASSES”

In language teaching, the idea of “vertical alignment” is not new. As a student passes from level to level within the same language, the teachers and curriculum must be “aligned” so that the student learns certain concepts at one level and then builds and moves on at the next. For example, in French I, the past tense for regular verbs is taught at the end of the course. Thus, in French II, the class reviews briefly the past tense and then learns the past tense for reflexive verbs and is introduced to past participle agreement, etc. In my experience, teachers of the same language enjoy collaborating and ensuring that their courses flow well together and provide smooth transitions between levels. Recently, it has come to my attention that we can add different, and perhaps more important, fodder to our conversations about “vertical alignment.” As the AP language exams are beginning to resemble each other in structure and thematic content, the AP teachers are seeing the potential benefits of having some of the skills, not just the grammar and vocabulary, introduced and built upon in the lower levels of the language. Wouldn’t students write a better essay in the AP class if they wrote essays before the AP year? Wouldn’t students be able to listen to and understand more thoroughly a target language news report in the AP class if they listened to target language news reports before the AP year? This seems logical; thus, foreign language teachers may find themselves broadening the scope of their “vertical alignment” conversations.

As a first order of business, it is necessary to understand the new AP language format and to know what the new exams are asking of our students. The College Board renovated the French AP Language exam in May 2012, and the Spanish and Chinese Language exams are following suit. There are two main parts to the exam, a multiple choice section (Part 1) and a free-response section (Part 2). We will look at each section and at the underlying components/skills involved in order to succeed at both.

The multiple choice section (Part 1) is reading and listening comprehension, also known as interpretive communication. Part 1A is reading printed material and answering multiple choice questions about it. Part 1B is reading printed material, hearing an audio source on the same idea and answering multiple choice questions about the two. Part 1C is hear-

Part 1 (Interpretive Communication) Multiple Choice	Description of Task
Part 1A	Read printed material
Part 1B	Read printed materials and listen to audio source
Part 1C	Listen to audio source

ing an audio source alone and answering multiple choice questions about it.

The reading passages can come from literary texts, fiction or non-fiction, informative magazine or newspaper articles, advertisements, or even poems. The choices run the gamut. The one common denominator is that all are authentic target language excerpts and are printed largely in their original form. The same rings true for the audio sources. These are from the radio, a conversation on the street, from a university lecture, or an interview. Again, the audio sources include speakers of all accents from any country where the language is spoken and are spoken at native speaker speed. For the purposes of vertical alignment, the logical question is how can teachers at the pre-AP level help prepare students for these tasks. Ideally, teachers are able to find authentic material that naturally fits into the concepts being introduced at each level to enrich their textbook presentations. In reality, I believe that we have been doing this for years without truly realizing it and without doing it purposefully enough. For example, when teaching the superlative grammatical structure, we might find an advertisement that uses that structure. When teaching family vocabulary, we may find a radio report on the number of divorces or the average number of children born to families today. If we haven’t yet started to incorporate these methods into our early level curriculum, we may want to start here. And if we

already have these authentic materials in our arsenal, I suggest that we push our early level students to understand these pieces more fully and on a deeper level. Discussions on “vertical alignment” with our colleagues may result in actual reading and listening sources but also in strategies to help students come to a greater comprehension and understanding of these sources.

The free-response section (Part 2) is two-fold and includes writing (interpersonal communication) and speaking (presentational communication). The writing portion asks students first (Part 2A) to write a response e-mail and second (Part 2B) to write a persuasive essay based on printed, graphed, and audio sources. The speaking portion asks students first (Part 2C) to participate in a conversation where half of the conversation has been prepared and second (Part 2D) to speak for two minutes comparing their community’s attitude on a topic to the target language community’s attitude.

In my opinion, this is where the discussion among colleagues gets interesting. What skills can a pre-AP teacher impart to his students that will help prepare them for these performance-based assessments? To be honest, the possibilities are endless. I’ve opted to attempt to give a few examples in chart form in order to simplify the presentation.

As early as the first level of a language, students can be introduced to the above skills, and their teachers can begin to

Part 2 - Free Response - Interpersonal and Presentational Communication	Description of Task
Part 2A Writing	Write an e-mail in response to an e-mail (formal)
Part 2B Writing	Write a persuasive essay using a printed source, a graph, and an audio source as support
Part 2C Speaking	Participate in a conversation (informal)
Part 2D Speaking	Compare home community’s attitude with target language community’s attitude on a topic (2 minute oral presentation)

help them develop the needed tools. My students in French I just recently learned greetings, and we watched a brief video of classmates in France saying “hello” and “goodbye.” We discussed the “bises” or French “kisses” between friends, and we took time to explore the differences and similarities between how French friends and American friends greet each other. Asking students to think and compare in this way is preparing them to think along these lines in the future; it is a small step in preparing them for the Cultural Comparison Presentation on the AP exam.

As previously mentioned, pre-AP language teachers have most likely been using many of these outlined strategies all along. Now, however, we have the opportunity to implement these strategies and design new tasks with purpose and with a mission. We want our AP students to enter their AP year of study already familiar with the tasks being asked of them. In this way, students can spend the year honing their interpretive, interpersonal, and presentational skills rather than seeing these types of exercises for the first time. It is my hope that language teachers will sit together, look at this list, and find where they can tweak their activities and projects to include some of these practices. The “vertical alignment” conversation will include more than grammar. It will include discussions about assessment and skills needed for that type of assessment. A small tweak to one exercise is perhaps all it takes to align that exercise with the skills needed on the AP language exam. These small tweaks, or small steps, will lead us in the right direction.

Mollie Monaco
The Hockaday School (TX)
[mmonaco@hockaday.org]

Task	Skills
Part 2A E-mail	<ul style="list-style-type: none"> • short, efficient timed writing (15 mn) • letter-writing vocabulary (“Dear...,” “Sincerely...”) • maintaining a formal register (“vous”) • answering questions asked in the first e-mail • posing follow-up question to the first e-mail in order to show interest and comprehension
Part 2B Persuasive Essay	<ul style="list-style-type: none"> • longer, sustained timed writing (40 mn) • identifying the opinion/argument of the article or audio source • interpreting a graph • vocabulary for expressing one’s own opinion • vocabulary to paraphrase a source (“This article states...”) • supporting one’s own opinion with anecdotal, personal experiences • using sources to support one’s opinion • integrating quotes into writing • use of transitional words/expressions (“in addition...,” “on the other hand...”)
Part 2C Conversation	<ul style="list-style-type: none"> • sustaining a short conversation (ie., answering questions and asking questions) • maintaining an informal register • vocabulary to greet a peer and take leave • vocabulary to express interest (“I would like to...,” “I am interested in...”) • pronunciation
Part 2D Cultural Comparison Presentation	<ul style="list-style-type: none"> • presenting for a longer period of time (2 mn) • Venn Diagram and other organizational tools • vocabulary to compare and contrast (“In contrast...,” “more than...,” “less than...,” “similarly...”) • cultural similarities and differences between the target language countries and students’ own communities (all topics—music, arts, schooling, pollution...) • pronunciation



Outstanding Senior in French Award

Recognize outstanding students at the high school or university level!

- a certificate signed by the AATF President and Executive Director
- a press release for local or school newspapers
- a congratulatory letter to principal or dean
- Outstanding Senior medal, available for an additional charge.

Student must be a senior in at least the third year of French study, have maintained a high average, participated in French-related activities, and be a non-native speaker of French. The nominating teacher must be a current AATF member.

For more information and complete eligibility requirements:

www.frenchteachers.org/hq/outstandingsenior.htm or office@frenchteachers.org
(Basic award: \$25 / Award + medal: \$35)



AATF COMMISSION ON FLES* 2014 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF National FLES* Commission is delighted to announce the 2014 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

The AATF chapters will publicize the Contest. Individual teachers will submit up to three posters in each category to the National FLES* Commission Poster Contest which is chaired by Karen Campbell Kuebler. The theme for this year's contest is "Science, Technologie, Francophonie!/Science, Technology, French Speakers!"

An opportunity to research and highlight the many contributions Francophones have made to science and technology!

This theme may be presented in a variety of techniques and artistic interpretations.

REQUIREMENTS:

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

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

6. Each teacher should send the posters postmarked by **March 1, 2014** to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]. Please mail the posters flat, first class, and protected by cardboard.

Winners will be notified in early May. The first place winners in each category will receive a cash prize. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2014 National FLES* Poster Contest.

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

Student's Name: _____

Student's Address: _____

City/State/Zip _____

Student's Phone: _____

School: _____ Grade: _____

School Address: _____

City/State/Zip _____ School Phone: _____

Principal's Name: _____

Sponsoring Teacher: _____

Teacher's Address: _____

City/State/Zip _____

Teacher's Telephone: _____

Teacher's Email: _____

SIGNATURES (All are required)

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

Student _____ Date _____

Parent/Guardian _____ Date _____

Sponsoring Teacher _____ Date _____

PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.

ARMES DE PARIS MEDAL

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



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

Name: _____

Address: _____

City, State, Zip _____

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

VIVE LE FRANÇAIS! CLASSROOM ACTIVITIES

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



Name: _____

Address: _____

City, State, Zip _____

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

FABLES DE LA FONTAINE TEACHER'S MANUAL

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



_____ Manuals x \$20 each

_____ Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

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

NOUVELLES DE LA COMMISSION SUR LA COMPÉTENCE CULTURELLE

Les co-présidentes de la Commission vous invitent à collaborer aux deux projets de la Commission.

Projet No. 1 (Michèle Bissière): Mutualisation de ressources pédagogiques pour enseigner la France contemporaine et les cultures francophones [<http://culture.frenchteachers.org>]

Le but de ce projet est de mettre en commun des articles de presse récents, accompagnés de fiches pédagogiques, à utiliser dans des cours de langue et de culture. Les textes sur la France et les pays francophones seront regroupés en catégories telles que la famille, la géographie, l'immigration, la politique, la religion, le sport, le travail, etc. Le projet vise à remédier au manque de documents récents dans les manuels de langue et de culture et à faciliter le travail des enseignants, car la recherche et la préparation de tels documents demande un investissement de temps important. En collaborant à ce projet, les membres de l'AATF auront accès à des textes variés qui leur permettront de suivre l'évolution de la société avec leurs étudiants/élèves.

Projet No. 2 (Marie-Luce Schein): La France «multiculturelle» au travers de l'histoire, de la culture, et de la politique [<http://culturecom.frenchteachers.org>]

L'idée de ce projet est de donner aux enseignants des occasions multiples de se pencher sur la diversité culturelle en France dans tous ses aspects et sur la problématique de l'immigration et de l'intégration de façon à envisager non seulement des projets de recherche personnels mais surtout de créer des occasions pour nos apprenants de découvrir la diversité culturelle. Cette problématique touche tous les aspects traditionnels des institutions françaises comme l'éducation, le travail, le logement, la santé, la politique, etc.

Cette exploration mènera aux grandes questions de l'immigration mais s'attachera à démontrer la diversité culturelle en France dans les domaines suivants: (a) la littérature pour adultes et juniors; (b) l'art; (c) la danse; (d) la musique; (e) la chanson; (f) la cuisine.

Pour participer, consultez les signes sur les sites des deux projets. Si vous désirez recevoir des nouvelles de la Commission, inscrivez-vous auprès des co-présidentes, Michèle Bissière, UNC Charlotte [mhbissie@uncc.edu] et Marie-Luce Schein, Texas Christian University [m.schein@tcu.edu].

"A ROSE BY ANY OTHER NAME"—ADVOCACY AND PROGRAM NOMENCLATURE

Juliet's words in Act II, Scene 1 of Shakespeare's famous play¹ are not just a part of her quest for a resolution to the couple's big family-oriented dilemma; they are also emblematic of the problems created by names and our attachments to them. This is apparent in several areas of descriptive nomenclature used in college programs for languages other than English (LOTE) which we will examine through the lens of advocacy. LOTE is too technical. How about Foreign Languages? Modern Languages? World Languages? The negative in "foreign" is its otherness. However, "world" and "modern" should include English. A discussion in the FLTEACH forum brought no consensus or even majority opinion in this matter.²

"Foreign" seems to have the edge in program nomenclature, agency, and association names (Foreign Service, ACTFL, ADFL, foreign exchange, etc.). Some

d'Outre-Mer" and other countries where French is an official or extensively-spoken language? Spanish programs were comparatively quick in giving appropriate weight to non-Peninsular Spanish and its cultural expression.

French programs which limit their focus to one country and its literary history will not be praised for a specialization which neglects most of the 700,000,000 French speakers projected by demographers for 2050.⁵

We know that many serious students of French have much wider interests than the ones implicit in a literature-centered "French" program, as you can see in those portrayed on this French and careers site.⁶

Fortunately, national standards, ACTFL proficiency guidelines, recognized writing assessments, and portfolios allow focus and targets for programs, preventing the runaway informational disorientation

shaped to be language focused and Francophone-inclusive? If the major is part of a Bachelor's degree in a liberal arts school, it is almost always a BA degree, as opposed to a BS, generally reserved for professional programs such as education or translation. The word "concentration" is often a synonym for "major" when it is not an indication of the discipline-specific courses within a major. Many "foreign language" programs offer a "major" in "French," "French Language and Literature," "French Studies," etc.

The University of Tennessee at Martin is in a part of the state where many high schools offer only two years of foreign language study. If the high school offers French, students with a one- or two-year study hiatus rarely place into our second semester. This fact alone had a negative effect on our graduation numbers in French, which made us a "low-producing" program in the eyes of the Tennessee

French programs which limit their focus to one country and its literary history will not be praised for a specialization which neglects most of the 700,000,000 French speakers projected by demographers...

departments are convinced that the label "foreign" carries the weight of otherness and mischaracterizes languages like Spanish, spoken extensively in the US.³ Though resulting name changes are intended to have an advocacy value, debate around this issue will always be inconclusive.

Within these "foreign," "world," and "modern" language programs are labels whose meanings present other difficulties. "French" is one of them. What do we mean when "French" is a curriculum subcategory in a department description? Is it the language of France as it is spoken in Paris? Is it a program which guides students to the canonical literary culture and history associated with the geographic parameters of the language described. The origin of literature as the perfunctory center of French programs and the general goal of learning the language may well date back to a nineteenth-century MLA presentation.⁴

Is "French" a program where students can experience the dialects or *patois* which used to stand as languages similar to French inside the *Hexagone*. Does the word "French" imply this plus the language and culture of "La France

implicit in the widening of geographical context. Students who as freshmen can place in upper-division French courses often choose to double major in French and a discipline representing their career aspirations. This is largely a student designed strategy popular in top tier institutions. Foreign language is the number one or two double major component.⁷⁻⁸ A similar strategy with more institutional structure can be seen in Bachelor of Interdisciplinary Studies programs.

Students seeking a topically narrow but practical route may also have access to university-designed combined major programs where curriculum streamlining allows concentrations to blend or eliminates less relevant co-requirements. Frequently, this leads to some true cross-disciplinary knowledge. The list of combined major examples cited on the Web page shows the dominance of international business in the career plans of today's students.⁹ Making career-friendly combinations more feasible and crafting a descriptive and attractive nomenclature will increase the prestige of French on campus.

What do you call an average public college French major thoughtfully

Higher Education Commission (THEC). In 2009, the state of Tennessee embraced "Complete College America,"¹⁰ and the Tennessee state legislature ordered public colleges to increase graduation rates to a targeted number by 2015 to be in line with the national average. In all of this, an alternative to "elimination" named by THEC was "consolidation."¹¹ All but one of the Tennessee Regents colleges had adopted what can best be described as an "umbrella" degree, a BA in "Foreign Languages" with "concentrations" in areas which had once been called majors. This change saved all language major programs with less than ten graduates per year. The idea behind THEC's plan was to enhance funding of high-producing majors by eliminating or consolidating low-producing majors. I and some other department faculty had favored the change to an umbrella major for two years. The vote at my institution had to represent a consensus, and there was at least one important faculty member who felt very strongly that a change in the name of the major would discourage recruitment of talented faculty and students. This faculty member was not sure how graduate programs and

employers would view the change. Even after I presented the following list of umbrella majors,¹² I was unable to sway the vote, and we lost our French major. I do not doubt that this was a wrong decision. What is amazing is that it was made in a department of devoted teacher-scholars who are generally excellent program builders.

On a national scale, it is easy to see why the case cited above probably applies to dozens of small to medium sized public four-year colleges. Language faculty need to be aware and involved with layers of possible advocacy actions. Nomenclature options do not mitigate the fact that the merit of any particular degree is the merger of planning, content, work, and result, the same factors that determine its reception. However, departments should not be afraid of the political act of changing a program's name, provided it conforms to what they do and does not confuse the public that will use the skills of its graduates.

Robert D. Peckham

Chair

AATF Commission on Advocacy
[bobp@utm.edu]

Notes

(All URLs were checked on October 30, 2013)

¹ *Romeo and Juliet* In *The Complete Works of William Shakespeare* [http://shakespeare.mit.edu/romeo_juliet/full.html]

² "Foreign Languages: What's in a name," FLTEACH archives (see June/July 2013) [http://listserv.buffalo.edu/archives/flteach.html].

³ Jaschik, Scott, "Not So Foreign Languages," *Inside Higher ED* (October 5, 2011) [www.insidehighered.com/news/2011/10/05/colleges_are_replacing_foreign_language_departments_with_world_language_departments].

⁴ Sarah E Eaton, "The New 'F' Word in Language Departments: Foreign." [http://drsaraheaton.wordpress.com/2011/10/05/foreign-language/].

⁵ "French Forecasts," *Language Magazine* (October 2013) [http://thinkafricapress.com/politics/africa-future-la-francophonie].

⁶ TennesseeBob Peckham, You Wouldn't Know They Majored in French [www.utm.edu/staff/globeg/frenchdegree.html].

⁷ "Double Majors—Influences, Identities & Impacts" (Pitt & Tepper) [www.vanderbilt.edu/curbcenter/manage/files/Teagle-Report-Final-3-11-13-2.pdf].

⁸ "Double majors in the United States," Wikipedia [http://en.wikipedia.org/

wiki/Double_majors_in_the_United_States].

⁹ Peckham, Robert D., "French Combination Majors (by Institution)" [www.utm.edu/staff/globeg/frcombo.shtml].

¹⁰ *Complete College America* [www.completcollege.org/

¹¹ "THEC Academic Program Review" (January 26, 2012) [www.state.tn.us/theac/Divisions/AcademicAffairs/academic_programs/Annual%20Academic%20Program%20Review.pdf].

¹² "Naming a Degree in French (GlobeGate Research) [http://webpages.charter.net/tbob/frconcentration.html].

AATF SEEKING NOMINATIONS FOR VICE-PRESIDENT

The Nominating Committee is asking all AATF members to submit nominations for the position of AATF Vice-President for the term 2015-2017. According to the constitution, the duties of AATF Vice-Presidents are as follow: "The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council." Further explanations have been developed as follow:

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

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

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

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

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

To submit an annual written progress report to the President.

Nominees for the position of Vice-

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

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

Keeping these terms and qualifications in mind, we ask that all of you consider possible candidates for this position. In addition, we ask chapter presidents and other colleagues to submit nominations. The term of office will begin on January 1, 2015 and run for three years, renewable for another three years.

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

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send their CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, **March 1, 2014**. The CV should stress the work of the person with AATF as well as other language related organizations. It shall be limited to no more than five (5) pages in length.

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

Send your nominations and address any questions to Fred Toner [toner@ohio.edu] no later than **March 1, 2014**.

July 19-22, 2014
New Orleans



Watch for updates:
www.frenchteachers.org
"Le français, langue à multiples visages"

STAGE DE PERFECTIONNEMENT À QUÉBEC

Quatre bourses sont offertes par le Centre de la francophonie des Amériques. Vous êtes dans le domaine de l'enseignement du français (petite enfance, primaire, secondaire) ou de direction d'école? Vous résidez dans les Amériques? Et vous souhaitez profiter de la période estivale pour développer vos compétences?

Vous êtes invités à déposer votre candidature pour suivre un stage de perfectionnement organisé par l'Association canadienne d'éducation de langue française (ACELF) du 1^{er} au 10 juillet 2014 à Québec (Canada).

Cette formation est idéale pour apprendre, échanger et réfléchir avec des spécialistes de la construction identitaire chez les francophones. C'est une occasion unique de rencontrer des intervenants en éducation en milieu minoritaire francophone, le tout dans une ambiance favorable à la réflexion et au développement de solutions gagnantes pour favoriser la construction identitaire francophone dans vos milieux.

Le Centre sélectionnera 4 candidats pour cette formation de haut niveau.

Période de dépôt des candidatures : du 27 janvier 2014 au **31 mars 2014**.

Pour en savoir plus, consultez le portail du Centre de la francophonie des Amériques au [www.francophoniedesameriques.com] ou contactez-nous au 418 643-0734 ou par courriel: [ingrid.pater@francophoniedesameriques.com].



CONTACT REPRESENTATIVES OF QUÉBEC

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/]

A FEW PLACES STILL AVAILABLE FOR FUTURE LEADERS FELLOWSHIP PROGRAM

When: July 17 & 18, 2014

Where: Astor Crowne Plaza Hotel, New Orleans

Proposed Schedule:

July 17: Afternoon arrival/Working Dinner/ Evening Session

July 18: Breakfast/Lunch/Leadership sessions. Janel Lafond-Paquin ✿ Chair of the AATF Commission on Middle Schools, and a team of AATF leaders are planning and will facilitate the day-long workshop. Evening Reception with AATF Executive Council.

July 18: Introduction of Fellows at Opening Session of New Orleans Convention.

July 19-22: Fellows attend Convention in New Orleans.

Application Process: Each AATF Chapter may nominate one candidate who has been a member for at least three consecutive years and is willing to serve as a chapter officer in the future. The Chapter must be willing to contribute to the cost of lodging (double occupancy) and meals for the candidate. Chapters should budget approximately \$200-\$400, the exact amount to be determined by the size of the chapter and chapter resources. The application form can be found at [www.frenchteachers.org/hq/leadership.htm]. Each candidate should address the

following topics: (1) Describe your past and current involvement with the AATF; (2) Describe the ways in which you would like to provide leadership within your AATF Chapter or at the national level; and (3) Describe why your participation in this program would be valuable to you and to your AATF Chapter.

Time Line:

February 1, 2014 : Deadline for fellows Applications

February 2014: Announcement of fellows selected and alternates

Requirements for Applicants:

1. Must be willing to attend the entire AATF convention in Providence.
2. Must be a member of AATF for at least three years.
3. Must be willing to join the board of the local AATF chapter and serve as an officer at a later date.
4. Must write an article for a state newsletter and present a session at a state conference.

The AATF will waive the cost of registration for the Providence convention and will reimburse two nights hotel accommodations (double occupancy) during the Leadership Program. The cost of meals during the Program will also be covered by the AATF. Direct questions to [madamep51@hotmail.com] or [kashubam@chc.edu].

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. Nominations can also be made through the On-line Store. Contact [office@frenchteachers.org] with any questions.

AATF OUTSTANDING SENIOR IN FRENCH AWARD APPLICATION FORM

Contact Information

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

Nominating AATF Member's Name: _____

Member's Address: _____

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

School Name: _____

School Address: _____

Name of Administrator to Whom Letter Should be Sent

Name & Title: _____

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

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

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

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

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

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

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

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

Other _____

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

Member's Signature: _____

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

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

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

Amount enclosed: _____

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

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

Credit Card # _____ Exp. _____ Sec. Code _____

AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

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

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2014**.

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

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

TIME LINE

Because the awards will be presented at the annual convention, the deadline for receiving all documents will be **February 1, 2014**. Decisions will be made by March 1. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

REQUIRED QUALIFICATIONS

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

EVALUATION CRITERIA

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

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

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

Evidence of professional growth and development

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

Evidence of contributions to the profession may include

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

NOMINATION PACKET

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

1. A résumé of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together in one file.
5. Submit the nomination packet electronically in .pdf format to [abrate@siu.edu]. The nomination must be received no later than **February 1, 2014**.

ADVOCACY

- Information about the most effective way to advocate for foreign language programs
- Links for language-related Congressional testimony
- Federal government grant opportunities

Check out the JNCL-NCLIS Web site at
www.languagepolicy.org

WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One \$2000 scholarship per year is given to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2014-2015.

Eligibility Requirements

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

Scholarship

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

Application Form

An application form may be obtained by contacting the AATF Headquarters at Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733; e-mail: [abrate@siu.edu]. The form is also available on the AATF Web site at [www.frenchteachers.org]. Application materials should be e-mailed in Word or pdf format to [scholarships@frenchteachers.org]. File names should include the applicant's name and be sent as one document (with the exception of recommendations which may come separately). The deadline for receipt of applications is **March 15, 2014**.

NEWS FROM THE AATF EXECUTIVE COUNCIL

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

Marie-Luce Schein was elected to the position of AATF Region VII Representative (South Central) for a three-year term and assumed office on January 1. **Christine Gaudry-Hudson** (Region III) and **Fred Toner** (Region V) were re-elected to three-year terms as Regional Representative. **Madeline Turan** was re-elected to a second term as Vice-President of the AATF.

We would like to thank them for their service and thank those candidates who agreed to stand for election: **Margaret Haggstrom** (MD), **Dan Noren** (MI), and **Randa Duvick** (IN). Their continued support of the AATF is an invaluable asset to the association.

At the Providence convention, **Nathalie Degroult** was confirmed as Managing Editor of the *French Review* for Volumes 88-90. We will officially welcome her in New Orleans.

We would also like to thank the three outgoing members of the Executive Council for their dedication and service to the AATF. **Janet Smith** served one term as Region VII Representative (Southwest). She served on numerous committees and brought new ideas to the Executive Council meetings. **Michel Gueldry**, Managing Editor of the *French Review*, will finish work on his final volume of the *French Review* in May 2014. We thank him for his hard work maintaining the excellent reputation that the our journal enjoys around the world. Finally, our Past-President **Ann Sunderland** has served the AATF in many capacities. From Regional Representative to Vice-President to President, she brought good humor, leadership skills, and valuable new ideas to the operation of the association. She will continue to serve as the Advertising Manager of the *French Review*.

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.

AATF SMALL GRANTS

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

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent via e-mail to [smallgrants@frenchteachers.org] by **March 1, 2014**: (1) name of applicant and chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be matched from chapter treasury, if applicable (This must be attested to by the Chapter Secretary-Treasurer). Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process as soon as you read this by alerting your Chapter officers to your upcoming request.

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

Members at all levels of instruction may apply.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2014 are encouraged.

EST-CE QUE JE PEUX ÉCOUTER MON IPOD?

How many times have I heard that question after a student finishes a written test or while working on a project in class? I am not naive; I know that my students are not listening to French music, even when I suggest it and show them what they can download. They want to listen to their music, the sounds and rhythms of their lives. Many of my students spend every waking hour surrounded by music. I do have students who enjoy the French music that I present in class. Some sing it down the hallways. But I am more likely to hear students humming familiar Top 40 songs in class or fawning over the latest pop star to hit the paparazzi scene. I have to admit to humming the tunes myself on the drive home from school, wondering how I can incorporate them into the classroom effectively and authentically.

Language educators have been talking about authentic materials and experiences for some time now. Students are asked to relate to materials and text that have no grounding in their own lives except for how different those things are from what they encounter every day. I love authentic materials; they make class much more real and can add to a student's intrinsic motivation when they realize they have read, listened to, and understood something that is really meant for French speakers. I use them in the classroom every day, and my instructional units begin and end with authentic materials and tasks. I watch my students struggle, become more familiar with, and hopefully grasp at least a part of the linguistic and cultural challenges inherent in authenticity. True, these materials are authentic to the French. They do not feel very authentic to my students; they are foreign, strange, and distant. The angel on my shoulder tells me to stick with it. The devil on the other shoulder argues that I should incorporate materials that are more authentic to my very American student population.

Let's face it, most of our students hear and speak French between 30-90 minutes a day, in our isolated classrooms, away from the stresses and drama of real life. How authentic is that? How can we embrace a part of their lives and integrate it into the study of the Francophone cultures and the French language? As French instructors, we know that it is absolutely authentic to hear an American or English song on French

radio, or to watch an English-speaking pop star giving an interview on French television. We also know that French adolescents and young adults are exposed to the Anglophone (and more specifically, American) culture much more than their American counterparts are exposed to the French. Is it not worthwhile, and a bit interesting, to use those modern songs that are so familiar to our young listeners to help them succeed in using French (and even, a bit selfishly on my part, to enjoy class that much more)?

These melodies can serve, for example, as a way to remember some of the more difficult concepts (like conjugation, especially in the lower levels) that serve as tools to communication, all while relating to their experiences and making French class just that little bit more relevant. I adapt new, modern songs for my French classes, giving them a bit of their own authenticity linked to the French classroom. Every few years I will need to change the song to better reflect the incoming student population (this also keeps me somewhat in the loop as each year I begrudgingly distance myself more and more from my students with age). My students love that I create these songs for them, and they take pride in singing them. This year, I created three new conjugation songs (and there are surely more to come) that I find to be incredibly useful and fun tools to help students remember those essential verbs that will serve them throughout their French studies and beyond. The best songs are those with easily recognizable melodies, with a limited vocal range, and usually an upbeat tempo to energize the classroom ("When I Was Your Man" breaks this last rule but the melody is catchy). I hope that *National Bulletin* readers can use these songs as well, or get the itch to rewrite the latest hit themselves.

Être – to the tune of "Dynamite" (Taio Cruz)

I throw my hands up in the air sometimes, saying "ÊTRE, I don't get ya" / But then I conjugate and realize that it's "ÊTRE, the verb that fits ya" / It's got *je suis, tu es, il est, elle est, nous sommes, vous êtes, ils sont, elles sont* AM – ARE – IS, it's the verb TO BE / Come on now, sing along with me!

Avoir – to the tune of "Firework" (Katy Perry)

You just gotta conjugate for *je tu il /*

Yeah conjugate *nous vous ils elles / Bébé c'est le verbe AVOIR / J'ai - tu as - il a - elle a / Au pluriel c'est / Nous nous nous avons / Vous avez - ils ont - elles ont*

ER verbs - to the tune of "When I Was Your Man" (Bruno Mars)

The endings go like
E, ES, E
ONS, EZ, ENT
I should've conjugated
In the present tense
Should've put on those endings
So my verbs made sense
Should've taken off the E-R
And added the ends
'Cause without an ending my verbs
Are just infinitives

Jacqueline Rebok
Boonsboro High School (MD)
[mille.rebok@gmail.com]

Works Cited

- Cruz, Taio. "Dynamite." Rokstarr. Comp. Taio Cruz, Dr. Luke, Max Martin, Benny Blanco, Bonnie McKee. Island Records, 2010. MP3.
Mars, Bruno. "When I Was Your Man." Unorthodox Jukebox. Comp. Bruno Mars, Philip Lawrence, Moe Faisal, Ari Levine, Andrew Wyatt. Atlantic Records, 2012. MP3.
Perry, Katy. "Firework." Teenage Dream. Comp. Katy Perry, Mikkel S. Eriksen, Tor Erik Hermansen, Sandy Wilhelm, Ester Dean. Capitol Records, 2010. MP3.

CHECK OUT CHAPTER NEWS VISIT THE AATF WEB SITE!

Beginning with the September 2010 issue of the *National Bulletin*, several changes both in the format and in the contents were instituted. One of the changes involves Chapter News. From now on, if you wish to read the news from your chapter or from another chapter, you can visit the AATF Web site and click on Chapters. The address is: [www.frenchteachers.org].

Continue to send your news to the Editor of the *National Bulletin* so that it can be prepared for the Web site.

Jane Black Goepper
Editor
[nbeditor@frenchteachers.org]

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

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



Name: _____

Address: _____

City, State, Zip _____

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

Laissez les bons temps rouler!

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



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

_____ T-shirts x \$19 ____ XXL

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

NEW! T-SHIRT

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



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

_____ T-shirts x \$19 ____ XXL

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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

2012 CHICAGO CONVENTION PROCEEDINGS NOW AVAILABLE

The second volume of Selected Proceedings from the AATF convention, now available through the AATF Web site, reflects the quality and diversity of the papers presented in Chicago in 2012. We are pleased to make these excellent contributions available, demonstrating once again the AATF's commitment to the dissemination of knowledge about the teaching and learning of French.

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

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

The proceedings can be accessed at [www.proceedings.frenchteachers.org]; ID AATF2012. The password is Chicago. Enter this information slowly, or the site won't recognize it.

Catherine Daniélou, Editor
University of Alabama at Birmingham
[danielou@uab.edu]

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

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

LE HOCKEY



Le hockey, an essential nutrient of Canadian culture, can bring new life to some traditional building blocks of the French curriculum at many levels. Kristen Purdy Russett has shared a wonderful resource that she has successfully used to promote French at her middle school in Massachusetts. She has incorporated materials offered free from the Boston Bruins' organization (presented by AT&T) to reinforce her classroom curriculum and motivate her students. She writes: "I have been lucky enough to work with the Boston Bruins on developing French curriculum materials for their ICE School program. They are fun, hockey-themed lesson plans that are designed to get kids excited about French. Hockey and French are such a natural pairing because of the incredible popularity of hockey in Canada and due to the many Francophone stars, including the Bruins' own Patrice Bergeron." Kristen was part of the team that created the classroom lessons (which she updates annually), and her students have certainly profited from her involvement, including having the thrilling opportunity to meet Patrice Bergeron and speak French with him!

The Web site [www.bostonbruins.com/iceschool] invites any teacher (French language, math, geography, ELA, physical education, and science) to visit and sign up. The ICE School program embraces interested schools in New England by offering a newsletter, program updates, ticket offers, and prizes (and you might win a visit from Blades, the Bruins mascot!). However, any interested teacher in any state can access the lesson plans and glean from them what is appropriate for the students' level. For example, there are games for verb conjugations, adjectives, nationalities of the players, hockey vocabulary to name just a few—plus wonderful photographs of the players. One of my favorite activities is a dominoes game (see page 24) using the colors of each of the hockey teams in the league. The lesson plans include two sets of dominoes that can be photocopied for students. Each domino has three squares, half colored in and half with the words for the colors spelled out. The youngest pre-readers could use all colors without the words, but beginning readers would benefit from the reinforcement of seeing the words they have already learned orally in the classroom. Young students might have fun making their own dominoes with other color combinations as well. To play, shuffle the dominoes and place them upside-down in a pile. Take one domino from the pile and place face up. Players take turns drawing from the top of the pile to try to match what is on the table: color to word/word to color. If a player cannot use his domino, he keeps it for the next turn when he must draw again. At that time he may, however, play both dominoes if there are matches available. Probably the game works best with two or three players for each set of dominoes. Have the students say the matching colors out loud to practice each time they can play one of their dominoes. The winner is the player with no dominoes left (or the fewest when the pile is done). Add your own rules, and *amusez-vous bien!*

Is there a sports team in your area that provides educational materials for your students? Let us know!

Kristen Purdy Russett
Veterans Middle School (MA)
[russett.kristen@marbleheadschoools.org]

From the AATF Commission on Cultural Competence: A new volume on Switzerland and Belgium

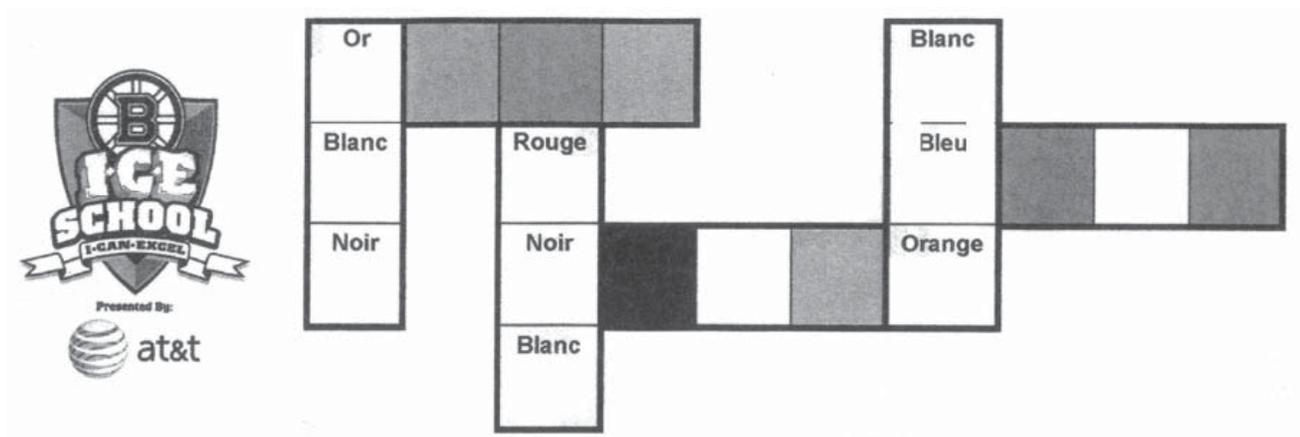
La Francophonie en Europe: le cas de la Suisse romande et de la Communauté française de Belgique

Special issue of *Dialogues et Cultures* (Nr. 56, 2010), journal of the Fédération Internationale des Professeurs de Français (FIPF).
Marie-Christine Weidmann Koop, guest editor.
ISSN 0226-6881. Pp. 190.

May be ordered from the AATF Materials Center at
<http://www.frenchteachers.org/hq/materials/material.htm>

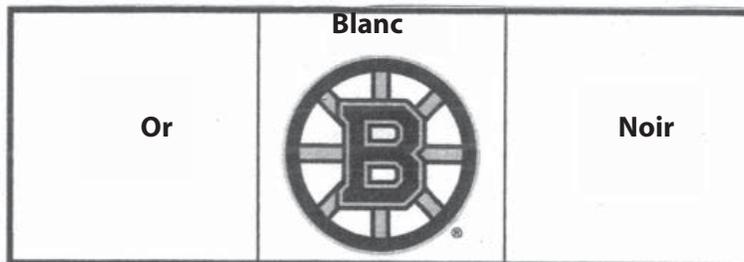


Sample play of the game of color dominoes: (Match color to word or word to color.)

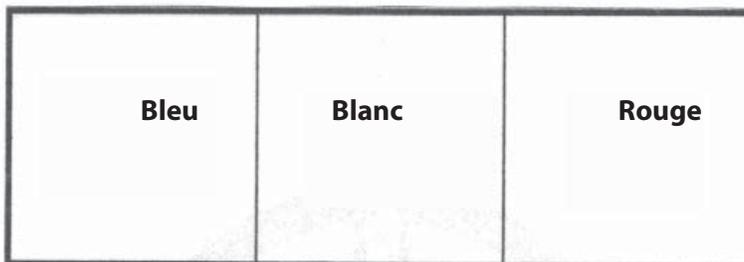


Sample dominoes to cut out (along outside line only.) A set includes at least 20 dominoes (half with squares colored in and half with the words for the colors.) These may be copies directly from the ICE School Web site [www.bostonbruins.com/iceschool] or make your own!

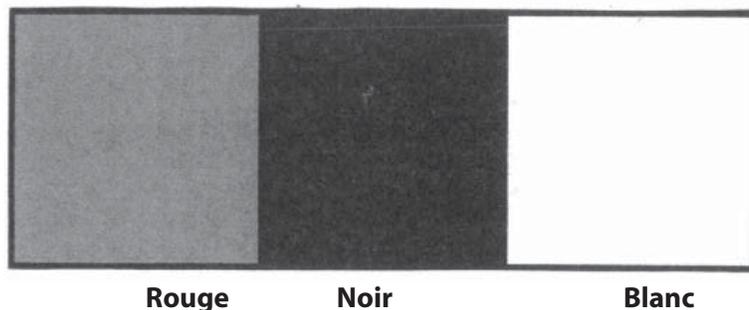
Boston Bruins



Montréal Canadiens



Chicago Blackhawks



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; [mmemiller@aol.com].

AATF SUMMER SCHOLARSHIPS

Application deadline: February 16, 2014

French Government Scholarships

The French Cultural Service is offering AATF members who teach at the K-12 levels scholarships for study in France during the summer 2014. The programs provide intensive study of French language, teaching French, and modern French culture.

The scholarship covers the cost for a two-week program during the first half of July, food, lodging, and cultural visits during the program. The programs will be selected from among the *CLA de l'Université de Franche-Comté Besançon*, *le CAVILAM de Vichy*, *l'Alliance française de Bordeaux*. Participants are responsible for their own travel and personal expenses.

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

Québec

Le Ministère des Relations internationales du Québec (MRIQ) attribuera des bourses pour un stage en langue, culture et société québécoises offertes aux membres de l'AATF. Le stage aura lieu du 7 au 25 juillet 2014 à l'Université Laval. Les candidats devraient (1) enseigner le français à plein temps ou être responsables de l'encadrement de professeurs de français au niveau préuniversitaire ou universitaire; (2) posséder une excellente maîtrise du français parlé et écrit; (3) avoir la nationalité américaine; (4) être âgés de 18 à 55 ans; (5) ne pas avoir participé au stage au cours des cinq dernières années; (6) être membres de l'AATF.

La bourse couvre les droits d'inscription et les frais de scolarité du stage, l'hébergement en résidence universitaire (chambre simple), une allocation repas (une somme forfaitaire de 300\$ Can.), l'accueil à l'aéroport (service de navette), une couverture médicale pour la durée du stage. La bourse exclut le transport international, la partie des repas non couverte par le forfait, les dépenses personnelles.

Chaque professeur s'engage, dans les 12 mois qui suivent le stage, à présenter une communication sur son expérience dans le cadre d'une rencontre d'enseignants au niveau local, régional

ou national ou de publier un article dans une revue professionnelle sur son expérience au Québec, intégrer du contenu didactique, linguistique ou culturel dans son enseignement, et de fournir une copie du travail au MRIQ.

Belgium

In 2014, Wallonie Bruxelles International has offered two summer scholarships to the *Université de Liège* in Belgium for AATF members at the secondary or college levels. In the past, recipients have attended a three-week session on language and culture during the month of July. While we have not yet received final details, scholarships in the past have included tuition and fees, housing in a university residence hall, and a stipend for meals. Transportation is at the charge of awardees.

As a follow-up, recipients are expected to (1) prepare a cultural project on the country to be disseminated through the AATF and (2) present a session around the same topic at the 2015 AATF convention in Saguenay, Quebec. Details will be posted on the AATF Web site as soon as we receive them.

Eligibility

Applicants for all of the scholarships must be U.S. citizens (as specified in the description) or permanent residents whose first language is not French. The recipients must hold a teaching position in French during 2013-2014. Preference will be given to members who have been in good standing since January 1, 2012. Current AATF chapter presidents and Executive Council members are not eligible. Members who have received an AATF scholarship during the past five years (2009-2013) are also not eligible. Scholarship recipients agree to make a presentation at a foreign language conference in 2014-2015.

Selection Process

Scholarships will be awarded to members who indicate a plan to use the scholarship to benefit themselves professionally and to enhance or expand the curriculum for students. Each applicant must submit a proposal for a project to be completed during the course of the *stage*. Applications will be reviewed and the decisions will be announced by early April 2014. A number of factors will be weighed: clarity and specificity of

the candidate's statement (1-2 pages); reasons for applying and level of French (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French); quality of project; teaching assignment; evidence of professional commitment; future career plans in education; and letters of recommendation.

Application

Application forms are available on the AATF Web site [www.frenchteachers.org]. Applicants should do the following:

1. Complete the application form, and attach additional pages as necessary.
2. Submit two letters of recommendation enclosed with the application or sent via e-mail. (One of the letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) These letters of recommendation should contain a serious, detailed evaluation of the applicant's professional and personal qualities.
3. Application materials should be e-mailed in Word or pdf format in a single file to [scholarships@frenchteachers.org]. The file name should include the applicant's name and be sent as one document (with the exception of recommendations which may come separately).
4. The application must be received by **February 16, 2014**, to be considered.

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.

AATF OUTSTANDING SENIOR IN FRENCH AWARD

Beginning in 2003, the AATF established an Outstanding High School Senior in French Award. In 2005, the Executive Council voted to extend this award to the college/university level. Any public or private secondary school or college/university student with at least one French teacher who is an AATF member may participate. Only one name per school per year will be accepted. In the event that there are multiple French teachers or professors in a given school or department, they must decide among themselves who the nominee will be and submit only one name to the AATF. In the event of multiple submissions, only the first name received will be considered for the award, based on postmark. The nomination must be made by a current AATF member.

To qualify for the award, a student must:

- have maintained an "A" average in French;
- have maintained a "B" average overall;
- be in his or her senior year at a public or private secondary school or at a public or private college or university;
- have demonstrated exceptional commitment to the study of French by participating in extracurricular activities related to French which may include but are not limited to the *Grand Concours*, study abroad, National French Week activities, Société honoraire de français (for high school students) or French Club, Pi Delta Phi (for university students), tutoring;

- at the time of graduation, have completed at least three years of formal French study;
- be a non-native speaker of French;
- be nominated by an AATF member.

Only one student per school per year will be accepted.

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

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

SPECIAL OFFER: AATF FLYERS

Take advantage of this special offer for flyers. The AATF has produced five flyers targeting different audiences and interests: (1) *Ten Reasons to Learn French*, (2) *Speaking French: An Investment in the Future*, (3) *Why Learn French?*, (4) *French is Not a "Foreign" Language*, and (5) *French by the Numbers*.



_____ 100 copies of each flyer @ \$60 (a savings of \$12)

_____ 50 copies of each flyer @ \$20 (a savings of \$10)

_____ Check here if you would like 50 additional copies of *Why French FLES?* or at no extra charge.

_____ Check here if you would like 10 additional copies of the *Help Wanted* flyer for counselors at no extra charge.

Name _____

Address _____

Tel: _____

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

Découvrez la Nouvelle-Orléans!

Congrès annuel de l'AATF du 19 au 22 juillet 2014

ADVOCACY FOR FRENCH PROGRAMS

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

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

FRENCH REVIEW ANNOUNCEMENTS

The *French Review* welcomes articles for a Special Issue on *Francophonie(s)*. This Special Issue, to be published in May 2015, will be devoted to the evolving status and meanings of *la francophonie*. Scholars working in numerous fields are encouraged to submit articles: literature, film, cultural studies, linguistics, pedagogy. Multidisciplinary approaches are welcome. Relevant topics can include: the origins and institutionalization of *la francophonie*, the ways in which the French language interacts with others in the Francophone world, the concept of *la littérature-monde*, etc. Authors should consult our on-line Guide for Authors for the formatting requirements: [frenchreview.frenchteachers.org]. Deadline for submission: **August 1, 2014.**

New Rubric: *Dossier pédagogique*.

The purpose of this rubric is to publish texts and lesson plans that can be used directly in the classroom at all levels. They will be available on-line so that teachers can easily download and/or print them from the *French Review* Web site. Submitted texts should be sent to the Editor in Chief [edward.ousselin@www.u.edu].

A Reminder about our shorter rubrics:

(1) *Actualités du monde francophone: applications pédagogiques*

Have you recently used news reports of current events in one of your classes? Did you apply a particularly effective teaching method? Do your students now know more about the Francophone world? If so, this rubric will allow you to share your experience with your colleagues.

(2) *Lettrismes: le français dans tous ses états*

This rubric is devoted to our endless fascination with the French language. Can you present and explain a set of words or expressions in an original way? Can you produce a drawing that will visually illustrate an idiomatic expression? If you are serious about your wordplay, share your texts and graphics with our readers.

Both of these rubrics are designed for shorter texts (between one and two thousand words). For each of them, part of the content (links, graphics, etc.) can be posted on the *French Review* Web site. All AATF members who have developed innovative methods to use current events in the Francophone world for teaching purposes, or who have found intriguing or playful ways to illustrate words or expressions in French, are invited to submit their texts.

What's New in the French Review?

Vol. 87, No. 3 (March 2014)

Articles include the titles below and more:

- "Bilan cinématographique 2012–2013: *A Holy Year!*" (Degroult, Bissière, Beschea-Fache)
- "French Language and Cultures for the Professions: A Case Study for the Twenty-First Century" (Weber-Fève)
- "*Tu or Vous?* Forms of Address and Cultural Understanding in *Monsieur Lazhar*" (Tarte)
- "A Meaningful French Education: Experiential Learning in French" (de Bruin, Erickson, Hammadou Sullivan)
- "The Power of Tragedy: An Eighteenth-Century Debate on Theater and Its Relevance to Literature Pedagogy Today" (Connors)
- "Of Corrupt Men and Emancipated Women in Tahar Ben Jelloun's *L'homme rompu*" (Fatih)
- "*La boucle bouclée?* The Quest for Identity in Le Clézio's 'Printemps' and *Poisson d'or*" (Cartal-Falk)
- "*Que dit ce silence?* Strange Reversals of Imperial Discourses in Racine's *Bérénice*" (Newell-Amato)
- "Fashion and *Fin-de-siècle* Feminisms in Rachilde's *La jongleuse*" (Brevik-Zender)
- "The 'Cubist' Poetry of Pierre Reverdy" (Howe)
- "Souvenirs d'une enfance dans la guerre: rencontre avec Zeina AbiRached" (Calargé)
- "Entretien avec Claude Izner" (Brautman)
- "Integrating Global Education into French Programs" (Simard-Newman)
- "Embracing New Directions for French Programs" (Villegas Rogers)
- "French as a 'Practical' Language: Tapping Into New England's Francophone Presence" (Harrington)
- "If you build it...?" (Gray II)

VISIT THE JNCL WEB SITE

languagepolicy.org

AATF COOKBOOK: *CUISINER ET APPRENDRE LE FRANÇAIS*



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



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

Name: _____

Address: _____

City, State, Zip _____

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

LA VIE DES MOTS COLLECTION

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

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

Name: _____

Address: _____

City, State, Zip _____

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

COLOR NOTECARDS



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



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

Name: _____

Address: _____

City, State, Zip _____

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

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, 2014 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 2014 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!

CHECK THE WEB FOR UPDATES

The Web site will have regular updates on AATF activities including Scholarships, National French Week, Awards at [www.frenchteachers.org].

NOMINATIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region I (New England—CT, MA, ME, NH, RI, VT), Region VI (IL, IA, MN, MO, WI), and Region VIII (Southwest—AZ, CA, HI, NM, NV, UT) for a three-year term, 2015-2017. Nominees must be members in good standing of the AATF and reside within the region that will be electing a representative.

Nominations may come from members or from chapters, including those outside the nominee's own chapter. The AATF Constitution states that a Regional Representative cannot be succeeded by someone from the same chapter. Therefore this year, nominees, other than incumbents, from the Eastern Massachusetts, Chicago/Northern Illinois, and Southern California Chapters, are ineligible. There are incumbents eligible for a second term in Regions VI and VIII.

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee, Catherine Daniélou [danielou@uab.edu] by **March 1, 2013**.

The committee will contact nominees to submit their curriculum vitae and a personal statement.

ÊTES-VOUS UN PROF ACCOMPLI?

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

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

Deanna Scheffer 
[deannascheffer@gmail.com]

AATF ANNOUNCES WEBINAR SERIES

Following our highly successful pre-convention and fall webinars, we are announcing two more webinars during the spring semester. In late January, we will offer a webinar on preparing students for the Grand Concours. Webinars are 90 minutes long with 1-3 presenters and take place primarily in French. Participants will have access to PowerPoint presentations and materials created by the speakers, and we will offer practical hands-on activities that can be used immediately in the classroom. We will work with members to provide the necessary documentation so that they can receive professional development credit for their participation. Later in the spring, a second webinar will be scheduled.

Each AATF member will be entitled to one free webinar registration per calendar year's membership. The cost for nonmembers or for more than one Webinar will be \$15. AATF members will receive an e-mail announcement of the exact date and time, and all participants will have to register on line. The announcement will also be posted on our Web site and on our social media pages (AATFrench). If you have topics you would like to see covered in the spring, please send your suggestions to [abrater@siu.edu].

MARK YOUR CALENDAR! JOIN US IN

NEW ORLEANS IN 2014!

Attend the 87th annual AATF convention as we meet in New Orleans. Join more than 500 colleagues from across the U.S. as we celebrate the French language and all its cultures.

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](http://www.frenchteachers.org/quickfacts.doc)

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



NEW! CALENDRIER FRANCOPHONE

The AATF has produced a Francophone calendar thanks to images contributed by our members. This 16-month calendar shows the American and French legal holidays as well as all the national holidays of the Francophone world.

_____ Calendars x \$20 each

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

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



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

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

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)

On est les meilleurs boutons, 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 6/30/14.

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.

CALENDAR OF EVENTS

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), Mar.13-15, 2014, Memphis, TN. Information: David Jahner, Executive Director, P.O. Box 33615, Decatur, GA 30033; e-mail: [scoltj@gmail.com]; Web: [www.scolt.org].

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL), March 20-22, 2014, St. Louis, MO. Information: Patrick T. Raven, Executive Director, CSCTFL, P.O. Box 251, Milwaukee, WI 53201-0251; phone: (414) 405-4645; fax: (414) 276-4650; e-mail: [csctfl@aol.com]; Web: [www.csctfl.org].

AMERICAN ASSOCIATION FOR APPLIED LINGUISTICS (AAAL), March 22-25, 2014, Portland OR. Information: AAAL, PMN 321, 2900 Delk Road, Suite 700, Marietta GA 30067; phone: (678) 229-2892; fax: (678) 229-2777; e-mail: [info@aal.org]; Web: [www.aal.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) INTERNATIONAL, March 26-29, 2014, Portland OR. Information: TESOL, 1925 Ballinger Avenue, Suite 550, Alexandria VA 22314; phone: (703) 836-0774; fax: (703) 836-7864; e-mail: [info@tesol.org]; Web: [www.tesol.org].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (NECTFL), March 27-30, 2014, Boston, MA. Information: Rebecca Kline, Executive Director, NECTFL, c/o Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; phone: (717) 245-1977; fax: (717) 836-7864; e-mail: [nectfl@dickinson.edu]; Web: [www.nectfl.org].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA), April 3-7, 2014, Philadelphia PA. Information: AERA, 1430 K Street NW, Washington, DC.20005; phone: (202) 238-3200; fax: (202) 238-2350; Web: [www.aera.net].

SECOND INTERNATIONAL SYMPOSIUM ON LANGUAGES FOR SPECIFIC PURPOSES, April 17-19, 2014, Boulder, CO. Information: Web: [altec.colorad.edu/lsp].

SOUTHWEST CONFERENCE ON LANGUAGE TEACHING (SWCOLT), April 24-26, 2014, Snowbird Resort, UT. Information: Jody Klopp, Executive Director, SWCOLT; e-mail: [jody.klopp@okstate.edu]; Web: [www.swcolt.org].

NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS, May 25-30, 2014, San Diego, CA. 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].

LANGUAGE TESTING RESEARCH COLLOQUIUM (LTRC), June 4-6, 2014, Amsterdam, The Netherlands. Information: International Language Testing Association Web: [www.iltaonline.com].

ADFL SUMMER SEMINAR MIDWEST, June 4-7, 2014, Columbus, OH. Information: David Goldberg, Association Director, ADFL, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 578-5134; e-mail: [adfl@mla.org]; Web: [www.adfl.org].

9TH INTERNATIONAL CONFERENCE ON THIRD LANGUAGE ACQUISITION AND MULTILINGUALISM, June 12-14, 2014, Uppsala, Sweden. Information: e-mail: [thirdlanguage@moderna.uu.se]; Web: [www.moderna.uu.se/thirdlanguage2014].

EARLY LANGUAGE LEARNING: THEORY AND PRACTICE, June 12-14, 2014, Umea, Sweden. Information: Janet Enever, Conference Academic Coordinator, e-mail: [janet.enever@sprak.umu.se]; Web: [www.sprak.umu.se].

ADFL SUMMER SEMINAR WEST, June 18-22, 2014, Columbus, OH. Information: David Goldberg, Associate Director, ADFL, 26 Broadway, 3rd Floor, New York, NY 10004-1789; Phone: (646) 576-5134; Email: [adfl@mla.org]; Web: [www.adfl.org].

FOURTH INTERNATIONAL CONFERENCE ON CONVERSATION ANALYSIS (ICAA 14), June 25-29, 2014, Los Angeles, CA. Information: Web: [icca14.sscnet.ucla.edu/index.html].

12TH INTERNATIONAL CONFERENCE ON LANGUAGE AWARENESS, July 1-4, 2014, Hamar, Norway. Information: Organizing Committee, e-mail: [ala2014@hihm.no]; Web: [www.ala2014.org].

AATF ANNUAL CONVENTION, July 19-22, 2014, New Orleans, LA. Information: AATF, Jayne Abrate, Executive Director, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; phone: (618) 453-5731; fax: (618) 453-5733; e-mail: [aatf@frenchteachers.org]; Web: [www.frenchteachers.org].

INTERNATIONAL ASSOCIATION OF APPLIED LINGUISTICS (AILA), 17TH WORLD CONGRESS, August 10-15, 2014, Brisbane, Australia. Information: e-mail: [info@aila2014.com]; Web: [www.aila2014.com].

AFRICAN STUDIES ASSOCIATION (ASA), November 20-13, 2014, Indianapolis IN. Information: ASA, Rutgers Universi-

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

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL), November 21- 23, 2014, San Antonio, TX. Information: Web: [www.nnell.org].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), November 21-23, 2014, San Antonio, TX. Information: ACTFL, 1001 North Fairfax Street, Suite 2 00, Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; e-mail: [headquarters@actfl.org]; Web: [www.actfl.org].

SOCIÉTÉ HONORAIRE DE FRANÇAIS

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

NOW AVAILABLE ON-LINE PAYMENT

www.frenchteachers.org

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



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REMINDER: IMPORTANT DEADLINES AND DATES

February 1	Deadline for applications for Ludwig Excellence in Teaching Awards (see page 19) and ISE Language Matters Award (see November issue)
February 16	Deadline for submission to the April issue of <i>National Bulletin</i> Deadline for submissions for AATF Summer Scholarships (see page 25)
March 1	Deadline for submissions for AATF Small Grants (see page 20) Deadline for submissions for the FLES* Poster Contest (see page 13)
March 15	Deadline for submissions for the Walter Jensen Scholarship for Study Abroad (see page 20)
May 15	Deadline for registering for the AATF Convention in New Orleans at the Early Bird rate (see April issue)
June 19	Deadline for hotel reservations at the reduced convention rate (see page 1)
July 19-22	AATF Convention in New Orleans (see pages 1-2)
August 1	Deadline for submissions to the Special Issue of the <i>French Review</i> on <i>Francophonie(s)</i> (see page 27)

2014 AATF ANNUAL CONVENTION NEW ORLEANS, JULY 19-22, 2014

CONTRIBUTIONS NEEDED

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

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

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

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