

# NATIONAL BULLETIN

Volume 41, No. 4 April 2016



## CONVENTION HIGHLIGHTS: AUSTIN, TEXAS: 3-6 JULY 2016

The theme of the next AATF convention, which will take place from July 3 to July 6, 2016 in Austin, Texas, is “En avant vers les nouvelles frontières du français!”. The keynote speaker will be noted author and colleague Julien Suaudeau (see article page 13).

### HOTEL

The conference will be held at the Hilton Hotel, 500 East 4<sup>th</sup> Street, Austin, TX 78701. The rate that we have negotiated for convention-goers is \$145 US + taxes for single or double rooms. To make a reservation, go to [[https://resweb.passkey.com/Resweb.do?mode=welcome\\_ei\\_new&eventID=14277529](https://resweb.passkey.com/Resweb.do?mode=welcome_ei_new&eventID=14277529)]. The deadline for reserving a room at the convention rate is June 2, 2016.

The hotel is located only ten minutes from the airport and two blocks from the 6<sup>th</sup> Street Entertainment District. The sights and sounds of Austin are easily accessible from the hotel.

### REGISTRATION

Registration opened March 20. There are several rates which vary according to the excursions and activities chosen. Early Bird Registration (available until

May 15) is \$250 and includes full participation in sessions and exhibits plus the opening reception, convention *mallette*, and *dictée*. A Full Registration rate of \$350 also includes the Welcome Luncheon, Awards Banquet, and one workshop. A higher registration rate will apply after May 15.

### PROGRAM

We are planning a high-quality program with presentations and workshops led by AATF members from around the country. We will also have a selection of exhibitor sessions, sessions led by the chairs of our thirteen AATF commissions (see page 19), and sessions and workshops on AP, the *Grand Concours*, and the French Honor Society. The convention will again be preceded by our Leadership Fellows Program for future chapter leaders.

### ACTIVITIES

Sunday, July 3 (12:00-1:30 p.m.): **Welcome Luncheon** where members can meet others from their region. Cost: \$55 per person. Buffet Menu: Vegetable antipasto, Pork piccata, Chicken in Roasted Tomato Sauce, Spinach Tortellini, Cannoli

(spouses/guests welcome).

Sunday, July 3 (4:00-7:00 p.m.): **Exhibit Opening Reception** where attendees can get a first look at what our exhibitors have to offer.

Monday, July 4: the annual *Dictée* will be held where members can try their hand at this uniquely French discipline.

Tuesday, July 5: 2016 AATF Award recipients will be honored at our **Awards Banquet**. Cash bar. Dinner Menu: *Concassé* of Tomato with Spring Greens, Herb Roasted Chicken, Chocolate Marquise. Cost: \$75 per person (spouses/guests welcome).

### ACTIVITIES AND EXCURSIONS

Monday, July 4 and Tuesday, July 5 (4:00 p.m.): **French Cheese 101**: A private Antonelli’s French Cheese Guided Tasting is an experience that is sure to linger on your palate long after you head home. Over the course of this two-hour tasting, Antonelli’s passionate cheese monger will regale you with stories of the French producers, tidbits about history, geography, with a bit of science! We will lead you through a tasting of seven French cheeses, as well as bread, olives, nuts, and other accompaniments. We’ll

### Index

President’s Message .....	3
<i>Société Honoraire du Français</i> .....	4
NBPTS Recertification .....	4
Executive Director’s Message.....	5
AATF Executive Council.....	7
<i>Jeunes Amis du Français</i> .....	7
AATF Commissions.....	8
Regional Reports .....	9
Chapter News .....	10
2016 French Week Contests.....	11
Outstanding Senior Award .....	11, 27
2016 Austin Keynote Speaker.....	13
Commission on Advocacy Report.....	13
Many Languages—One World .....	14
What’s New in the <i>French Review</i> .....	16
<i>Salut les jeunes!</i> .....	17
Convention Workshops.....	19
AATF Convention Sessions.....	20
Convention Registration Form .....	21
Bridges for Engagement.....	23
Fulbright Award Opportunity.....	25
Excellence in French Award .....	28
AATF Materials Center.....	30
From the Editor .....	31

also bring out a number of additional pairings like jams and mustards, depending on that evening's cheese selection. Of course, there will be time at the end for you to mix and mingle. Cost includes wine. (\$60 per person; space is limited; pre-registration required)

Monday, July 4 and Tuesday, July 5 (4:00 p.m.): **Olive Oil 101:** Come discover the treasure of the Mediterranean! You'll explore olive oil's history, mythology, production process, health benefits, and learn the art of tasting olive oil as well as its culinary uses. An olive oil sommelier-in-training will guide you through a tasting to experience the amazing difference that certified, high-quality Ultra Premium extra virgin olive oils can make. You will sample oils from the Ultra Premium collection and see how they are scored at the tasting competitions. You'll experience flavors ranging from intense and robust to mild, creamy, and buttery and learn to taste the differences in olive oil quality. In addition, you'll discover the mysteries of balsamic vinegar and taste the top of the range which is aged following the most ancient recipes from Modena. After the event, we will open up our shop for your own personal tasting tour including white and black truffled oil. Cheese, prosciutto, baguette, marcona almonds, veggies, and a large scoop of Mexican vanilla ice cream from Amy's Ice Cream is included! Chilled water will be served but you are welcome to purchase a bottle of wine before the class. (\$60 per person; space is limited; pre-registration required).

Wednesday, July 6 (1:30 p.m.) **La Belle: 17<sup>th</sup>-Century Shipwreck<sup>1</sup> and Blanton Art Museum:** Head to the Texas History Museum to learn about the period when the French Royal Flag flew over Texas. You'll have a privately guided tour of the La Belle shipwreck led by Toni Turner, the coauthor of *A Watery Grave*. Toni has traveled to France multiple times to work with the French government on the preservation of the ship and visit sites associated with its construction as well as the artifacts found within it. She will tell you not only about the history of the ship and stories about its French passengers but also marvel you with details about the excavation and unique preservation process.

Immediately afterward, the group will take a short walk across the street to the Blanton Art Museum. You'll step on the University of Texas campus to view one of the largest university collections of fine art in the U.S. You'll get an overview of the Museum's permanent collection

during your guided visit. Your tour will survey inspiring artworks spanning the Italian Renaissance to the cutting-edge contemporary art of North America and Latin America. The drawing and print exhibits will be of particular interest because they include French works. The prints reflect the history, characteristics, and processes of the medium from the Renaissance to the present day, featuring examples of major masters from Dürer and Rembrandt through Goya and Picasso and the museum's collection of 1,500 drawings contain contemporary Latin American drawings and Renaissance and Baroque (Italian, French, and Central European) drawings. Cost: \$50 per person; space is limited; pre-registration required.

For the most up-to-date information, go to [[www.frenchteachers.org/convention](http://www.frenchteachers.org/convention)].

#### Note

<sup>1</sup>After having explored much of the Great Lakes and Mississippi River basin and founded several forts, Robert-René Cavelier, Sieur de la Salle, returned from France in 1684 with four ships, provided by Louis XIV. He was supposed to land at the mouth of the Mississippi River, establish a colony and trade routes, and locate Spanish silver mines. Instead, in a series of catastrophes, La Salle lost ships to pirates and disaster, apparently missed the mouth of the Mississippi, and was murdered by his own men. In 1686, the one remaining ship, La Belle, sank in Matagorda Bay in the Gulf of Mexico where it remained for over 300 years. In 1996, archaeologists located the 17<sup>th</sup>-century ship and began a decades-long process of excavating, recovering, and conserving the ship's hull, along with more than 1.6 million artifacts. La Belle is the central artifact in the Museum's first-floor galleries and introduces new scholarship on early Texas history. For more information, visit [[thistoryoftexas.com](http://thistoryoftexas.com)].

#### REQUEST FOR SUBMISSIONS

Please submit your articles to the Editor of the *National Bulletin*. We are looking for short pieces that describe successful promotional or recruitment activities, ideas that work in the classroom, experiences using new technologies, or other projects that may be of interest to other teachers. We are particularly looking for items that fit under the rubrics Classroom Activity, *Salut les jeunes!*, or Promotion in Motion. Submit questions or articles to the editor at [[nbeditor@frenchteachers.org](mailto:nbeditor@frenchteachers.org)].

AATF NATIONAL BULLETIN  
Volume 41 Number 4 (April 2016)  
Editor: Jane Black Goepper, Cincinnati, Ohio

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

The AATF *National Bulletin* (ISSN 0883-6795) has its editorial offices at 2700 Ashland Avenue at Victory Parkway, Unit 22, Cincinnati, Ohio 45206; e-mail: [[nbeditor@frenchteachers.org](mailto:nbeditor@frenchteachers.org)]. Correspondence and manuscripts should be sent to the editor at this address. The American Association of Teachers of French publishes the AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, the *French Review*. Subscription to the AATF *National Bulletin* requires membership in the organization. Periodicals postage paid at the Marion, IL Post Office. Office of Publication: AATF, 302 N. Granite St., Marion, IL 62959-2346.

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

**Postmaster:** Send address changes to AATF, AATF, 302 N. Granite St., Marion, IL 62959-2346

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.

Cover photo credit: Ed Schipul

# MESSAGE DE LA PRÉSIDENTE

## EN AVANT VERS LES NOUVELLES FRONTIÈRES DU FRANÇAIS - LA CONQUÊTE DE NOUVEAUX HORIZONS

En 1978 Michel Sardou sortait sa chanson "Je vole," encore célèbre aujourd'hui puisqu'elle représente le titre fétiche du film *La Famille Bélier* (2014). Cette chanson de variété, partie intégrante du grand album intitulé *En chantant*, eut un énorme succès à l'époque. Mais au dos du "single," du 45 tours, les Français découvraient aussi un autre titre au rythme un peu western, "8 jours à El Paso," qui faisait en quelque sorte un écho réaliste à l'adaptation nostalgique "Sur la route de Memphis" d'Eddy Mitchell (1976). Déjà fascinée par les rythmes du *rock and roll*, la variété française s'est ainsi particulièrement imprégnée du sud des États-Unis jusqu'en 1985 quand vint le succès de "Quelque chose de Tennessee," écrite par Michel Berger pour Johnny Hallyday. "Ce désir fou de vivre une autre vie" fut aussi de la trame des rêves. "8 jours à El Paso," cependant, faisait en plus appel à l'imaginaire de l'ouest américain que ne l'avait

et l'est du Texas, et fonder Fort Saint-Louis en 1685. 154 ans plus tard, bien après le Traité de Fontainebleau et la vente de la Louisiane, le roi Louis Philippe s'intéressa aux débouchés commerciaux que représentait la République du Texas, nation souveraine qui fut officiellement reconnue par la France en 1839. L'envoyé Alphonse Dubois, promu chargé d'affaire, eut alors pour tâche d'établir une légation et entreprit de construire une belle demeure à cet effet, à Austin.

C'est un fait universel, Dallas a une place tragique dans les souvenirs et l'histoire des États-Unis depuis l'assassinat de John Kennedy. Mais le Texas a su conjurer ce triste sort. Quotidiennement le Texas se montre gagnant avec Tony Parker, adoré des Français, et l'équipe des Spurs de San Antonio. Sans nul doute, l'on reconnaît la place du Texas en tant qu'énorme zone de manufacture pétrochimique. La grande réussite économique texane s'est accompagnée d'avancées artistiques,



peut l'être avec l'entreprise et les supermarchés bio *Whole Foods*. Consciente de soi, elle se distingue par le développement d'un grand réseau de chemins piétonniers et pour les vélos. Hantée et traditionnelle, elle peut l'être avec le fantôme de l'hôtel Driskill. Innovatrice et unique de par l'énergie conférée par ses efforts dévoués à la haute technologie, elle le fut et le demeure grâce aux entreprises Dell, Apple, Freescale, IBM, Cisco Systems et bien d'autres. La rivière Colorado qui la traverse la rend belle et douce, facile. Puissante, elle l'est parce qu'elle la capitale de l'état du Texas. Enfin,

---

***Sachons nous aussi nous avérer ambitieux, innovateurs, traditionnels, accessibles, créateurs. Sachons nous distinguer et nous régénérer.***

---

fait par exemple Eddy Mitchell. Le Texas y faisait son entrée.

Les images que les Français ont vu défiler le soir sur leur écran de télévision, de John Ford aux "westerns spaghetti" de Sergio Leone ont longtemps évoqué la conquête de l'ouest. "8 jours à El Paso," pourtant, ose parler d'un imaginaire dépassé, qui n'est plus. Rien n'est plus comme dans les films, rien n'est comme on se l'imaginait: "J'ai passé 8 jours à El Paso / Sans apercevoir un cheval / Ils sont loin les rodéos / Des cow-boys du corral / Pas très loin des rives du Rio Bravo / J'ai pleuré tout seul dans ma tête / Ils sont loin les vieux chariots / T'es bien mort Pat Garrett!" C'était un peu comme si Sardou préparait la France pour janvier 1981, date à laquelle la famille Ewing et son "univers impitoyable" allait apparaître dans les foyers de l'hexagone pour y rester pendant 13 ans, avec presque 357 épisodes de *Dallas*.

Mais les liens que les Français entretiennent avec le Texas dépassent l'imaginaire, la chanson et la télévision. L'histoire du Texas est riche et semble bien compliquée, mais la France y tient une petite place. L'on sait que Cavalier de la Salle, à la recherche de l'embouchure du Mississippi put explorer le Rio Grande

médicales, et universitaires remarquables.

Aujourd'hui, dans les pays francophones comme ailleurs, le Texas fait aussi figure de nouvelle frontière technologique et d'exemple d'avancée scientifique et technologique. Tous les Français ayant dû suivre un cours de mathématiques ou de physique un peu avancé connaissent l'entreprise célèbre pour ses calculatrices avancées et graphiques, Texas Instruments, dont le quartier général se trouve à Dallas. Les francophones du monde entier savent que Houston fut le centre d'entraînement, de contrôle et de gestion des missions de la NASA depuis 1961. La politique peut diviser, certes, mais il faut reconnaître que dans bien des domaines les Texans poussent les frontières à la recherche d'un monde plus performant et plus innovateur et dynamique. Et la ville d'Austin, où nous tiendrons notre congrès annuel en juillet, tient une place unique dans ce contexte.

Je vous encourage à venir nous rejoindre cet été au début du mois de juillet à Austin, pour notre convention. C'est à dessein que nous avons choisi Austin. Universitaire, elle se veut ambitieuse avec les Longhorns mais aussi son *Belo Center for New Media*, et le Centre d'informatique Gates. Équilibrée, elle

au fil des années, elle s'est immiscée sur la scène musicale, et *South by Southwest*, un ensemble de festivals de musique et de médias interactifs, en fait une ville d'une créativité impressionnante et d'un dynamisme extraordinaire. Austin est connue dans le monde entier pour sa scène musicale.

Qu'Austin devienne, ainsi, une force d'inspiration pour nos enseignants de français et l'AATF. Sachons nous aussi nous avérer ambitieux, innovateurs, traditionnels, accessibles, créateurs. Sachons nous distinguer et nous régénérer. C'est ce visage que nous promovons avec des programmes comme la Semaine du Français, le Grand Concours, la Société Honoraire du Français, les Jeunes Amis du Français, et la reconnaissance *Exemplary French Program*, tout comme dans nos publications. Mais c'est une image à laquelle il faut travailler également, dans le but de progresser et d'avancer. C'est ce visage de nous-mêmes que nous mettrons en évidence au congrès de l'AATF.

L'enseignement du français en Amérique du Nord fait preuve de dynamisme, servi par votre travail acharné et intelligent, votre force d'écoute et votre esprit de motivation. Mais il est également

menacé par le défi de l'économie, les coupures, l'indifférence, la fatigue parfois, et bien souvent d'autres priorités. Qu'il s'agisse des cours de langue en ligne dans certains contextes, des cours de français sur objectifs spécifiques (*French for Specific Purposes*), de l'utilisation de la technologie et de nouveaux outils dans notre enseignement, qu'il s'agisse d'idées pédagogiques, de l'étude de la fluidité des cultures francophones, nous nous devons d'avancer, de découvrir de nouveaux horizons, d'explorer de nouvelles frontières, et de les dépasser avec détermination, lucidité, courage, et curiosité aussi.

Nous ne passerons pas "8 jours à El Paso" et il se peut fort que nous n'apercevrons aucun cheval, mais venez nombreux et nombreuses à Austin, au Texas. Nous vous préparons un beau congrès!



Catherine Daniélou  
Présidente  
[danielou@uab.edu]

---

## COMMISSION ON PROFESSIONAL TEACHER STANDARDS— RECERTIFICATION UPDATES

Many French teachers who acquired NBPTS certification in 2003 or later have gone through the process of recertification. After ten years, I went into this process with mixed feelings. I did not feel any less prepared than ten years ago, nor did I think I lacked the required level of professionalism... it was simply a feeling of "what else do I have to show that I have or I can do THIS TIME AROUND? Again, it was not just the extra fee (considerable when compared with regular state recertification fees) that I had to pay or the process of proving again that my teaching was in line with the national foreign language standards. It was simply the uncertainty of what to expect, since by definition, uncertainty equates with doubt, the unpredictable. In the beginning, I felt threatened and frustrated.

However, as I started to gather evidence for my portfolio, I realized that I had a wealth of information and that my career in the ten years after NBPTS certification had gone on an ascending path in all areas. Things that I took for granted on a daily basis, miraculously turned

into an abundance of illustrations and examples of how I used technology to present content or how I asked students to use technology to show that they had mastered the content. I was able to demonstrate clearly that I had an impact on my students' learning. I discovered that I had evidence of incredibly innovative projects that became my routine teaching tools. I was no longer asking myself how I could present content in today's class. Instead, I asked how could I best pass on to my students the task of assuming the responsibility for their own learning of that content.

As I reflected on my journey during the last ten years, the NBPTS recertification process helped me re-value and re-brand myself and my expertise. It gave me new perspectives on my practices in a high need school and how exemplary instructional leadership can transform teaching and learning anywhere. I worked with state organizations and universities to prepare new teachers to be ready to assume a leadership role in the classroom. I worked with colleagues to prepare workshops. Together we struggled to streamline high quality instruction by sharing practices and reflecting on teaching and learning.

In reviewing all nine NBPTS standards I think that knowledge of students has presented the greatest challenges. I currently teach at a school where the student population is very diverse and constantly changing. Students originate from all areas of Central America, South America, and Europe. These are extremely vast geographical, cultural, and ethnically diverse areas and it requires that I make a conscientious effort not to lump all students together, even if they come from the same geographical area. I develop professionally every time I try new approaches in instruction, preparation, or assessment. But, being willing to learn about my students, with my students, and from my students is a risk-taking venture that constantly takes me out of my comfort zone. This pushes me to re-adjust and reassess my instructional approaches and at the same time, measure my professional development success which comes in the form of students' performance and their ability to create with the new language and show enthusiasm in the process.

Finally, in reflecting on my professional growth since initial certification I was able to note several patterns that have emerged. The first one was my tendency to be a learner more than a sharer of information. I have to work really hard to keep a good balance in the classroom.

Also, I noticed that I have a tendency to collect information and analyze it to reflect on my practice. This had positive results in my attempts to communicate with students. While I always tried to state and restate the lesson objectives and the directions for the lesson for the purpose of achieving high clarity in the transmission of information, I noticed that slowly I had decided to alter the practice and have the students do the heavy lifting instead. Now, I ask them to restate the directions as a more empowering and effective method to achieve clarity both orally and in writing. This leads frequently to students generating their own questions and answers, thus becoming aware of their own thinking process. Having students turn into critical thinkers under my eyes is the ultimate reward that any educator strives to achieve during their career.

Finally, I want to give credit to the AATF that over the years has provided unwavering support for French teachers to attain NBPTS certification and implicitly recertify. It is an honor to serve this organization and call myself a recertified NBPTS French teacher!

Adina Alexandru  
Chair, AATF Commission on Professional Teacher Standards  
[grigore@comcast.net]

## FRENCH REVIEW NOW AVAILABLE ON-LINE

The AATF is pleased to announce that *French Review* Vols. 1-84 (1927-2011) are now available in the J-STOR Archive of scholarly journals as part of J-STOR's Language and Literature Collection. The Collection was developed in conjunction with the Modern Language Association to reflect the worldwide diversity in the field of language and literature studies.

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

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

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Nous toucherons bientôt à la fin d'une autre année scolaire. Tous les printemps, aux congrès régionaux j'ai l'occasion de rencontrer des membres de l'AATF. Par contre, le nombre de professeurs débutants et de non membres qui passent devant le stand de l'AATF est étonnant.

## Recrutement

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

## Congrès

J'aimerais vous inviter au 89<sup>e</sup> congrès annuel qui aura lieu à Austin, Texas du 3 au 6 juillet. Si vous connaissez la ville, vous savez déjà que c'est une visite qui vaut la peine. Il y a de quoi vous inciter à découvrir cette ville dynamique avec une vie culturelle renommée. La Présidente offre dans son message une belle présentation du lieu et de ses liens francophones (page 3).

Nous aurons plusieurs excursions qui vous feront découvrir les traditions culinaires anciennes et nouvelles ainsi que l'histoire francophone de la région. Tout cela en dehors d'un programme où le français est à l'honneur. Consultez le programme préliminaire à [www.frenchteachers.org] et qui sera mis à jour régulièrement jusqu'au congrès.

Ne manquez pas cette occasion de fêter le français, de partager vos expériences avec des collègues et de trouver

de nouvelles astuces pédagogiques et technologiques pour la salle de classe.

## Promotion du français

N'oubliez pas en ces mois chargés de fin d'année de continuer vos efforts de promotion du français. Mettez en valeur vos meilleurs élèves avec un *Outstanding Senior in French Award* ou un *Excellence in French Award* (pages 11, 28), félicitez publiquement vos lauréats du



Grand Concours, organisez une cérémonie d'investiture de nouveaux membres de la Société honoraire (page 29), formez un chapitre de la nouvelle société les Jeunes Amis du Français dans les collèges et écoles primaires (page 7), transformez les activités du *French Club* en événements promotionnels, invitez les administrateurs et les conseillers scolaires à visiter votre salle de classe, envoyez aux mêmes administrateurs et conseillers des articles sur l'importance du français. Bref, ne négligez aucune occasion pour faire parler du français en dehors de la salle de classe. Et surtout, laissez à vos administrateurs un article ou au moins un souvenir de l'importance du français en fin d'année.

## Semaine du Français

Vous trouverez à la page 11, l'annonce pour les Concours d'Essais et de Vidéos pour la Semaine du Français 2016 qui aura lieu du 4 au 10 novembre prochains. L'affiche pour la Semaine du Français a été incluse dans le *National Bulletin* du mois d'avril dernier. Pensez à faire participer vos élèves et à organiser des

événements pluridisciplinaires et médiatiques. Sortez le français de la salle de classe pour montrer aux décideurs et au grand public ce que les élèves savent et peuvent faire avec le français.

## Congrès à venir

L'AATF prépare ses congrès plusieurs années à l'avance. Après Austin cette année, nous nous retrouverons en 2017 à Saint Louis où nous pourrions explorer les traces laissées par les explorateurs français qui ont descendu le Mississippi.

Et en 2018 nous retournerons en Martinique après une absence de 13 ans. Catherine Daniélou et moi avons fait en janvier une visite de repérage. Pour elle, c'était une première visite, pour moi des retrouvailles.

Cette belle île tropicale est un coin de France de notre côté de l'Atlantique. Notre réunion aura lieu, comme avant, à la Pointe-du-Bout, petite péninsule en face de Fort-de-France. Quoique les hôtels aient changé (voir le Bambou en photo), c'est un site magnifique qui vous donne vraiment l'impression de vivre chez l'habitant. Nous espérons pouvoir annoncer les dates cet été. Nous avons eu l'honneur aussi d'une rencontre avec le maire de Fort-de-France. À tous les niveaux, l'hospitalité a été chaleureuse et accueillante. Marquez déjà vos calendriers pour ces deux événements exceptionnels.

## Remerciements

C'est avec un pincement au cœur que nous disons au revoir à la rédactrice de ce *Bulletin*, Jane Black Goepper. J'ai eu le plaisir de la rencontrer lorsqu'on m'a choisie comme secrétaire générale. Depuis nous avons collaboré dans la production de 74 numéros. Son professionnalisme, son sang-froid, son esprit d'équipe ont fait un plaisir de ce qui aurait pu être un travail pénible. Jane est une grande voyageuse qui a des intérêts très divers et une grande culture. Elle aime également explorer son côté artistique. Nous lui souhaitons pleine de joie et de passion dans ses projets d'avenir.

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

Jayne Abrate

Secrétaire générale

[abrata@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, 302 N. Granite St., Marion, IL 62959.

**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, 302 N. Granite St., Marion, IL 62959.

**T-SHIRT**

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, 302 N. Granite St., Marion, IL 62959.

**CALENDRIER PERPÉTUEL**

On what day...

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

These and many other facts regarding the French-speaking world are listed on the *Calendrier perpétuel* for every day of the year. A complete index of people and events and a Teacher's Guide are included. Newly revised and expanded. See page 38 or more information.

Answers: 22 novembre 1685; 1<sup>er</sup> décembre 1944; 12 juillet 1998; 1<sup>er</sup> mai; 19 juillet 1919.

**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](http://www.frenchculture.org)]; click on "About Us," then "Regional Offices."

**CONTACT REPRESENTATIVES OF QUEBEC**

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

# AATF 2016 EXECUTIVE COUNCIL

**Catherine Daniélou**, President [2018]  
Heritage Hall 560  
University of Alabama at Birmingham  
Birmingham, AL 35294-1152  
E-mail: [danielou@uab.edu]

**Jayne Abrate**, Executive Director [2019]  
AATF  
302 North Granite Street  
Marion, IL 62959-2346  
Ph: 815-310-0490; Fax: 815-310-5754.  
E-mail: [abrate@frenchteachers.org]

**Mary Helen Kashuba, SSJ**, Past-President [2016]  
Chestnut Hill College  
9601 Germantown Avenue  
Philadelphia, PA 19118-2695  
Ph: 215-248-7124  
E-mail: [kashubam@chc.edu]

**Madeline Turan**, Vice-President [2016]  
SUNY at Stony Brook  
1080 Humanities  
Stony Brook, NY 11794  
Ph: 631-632-7440; Fax: 631-632-9612  
E-mail: [madeline.turan@gmail.com]

**Rita Davis**, Vice-President [2017]  
Agnes Irwin School  
275 South Ithan Avenue  
Bryn Mawr, PA 19010  
E-mail: [rdavis@agnesirwin.org]

**Karen Campbell Kuebler**, Vice-President [2018]  
709 Sudbrook Road  
Pikesville, MD 21208  
E-mail: [kkcdanser@verizon.net]

**Edward Ousselin**, Editor in Chief, *French Review* [2016]  
Western Washington University  
Modern & Classical Languages  
Humanities 203  
Bellingham, WA 98225-9057  
Ph: 360-650-2092; Fax: 360-650-6110  
E-mail: [edward.ousselin@wwu.edu]

**Nathalie Degroult**, Managing Editor, *French Review* [2017]  
Siena College  
515 Loudon Road  
Loudonville, NY 12211  
E-mail: [nathalie.degroult@siena.edu]

**Jane Black Goepper**, Editor, *National Bulletin* [2016]  
2700 Ashland Avenue at Victory Parkway,  
Suite 22  
Cincinnati, OH 45206  
E-mail: [nbeditor@frenchteachers.org]

**Lisa Narug**, Director National French Contest [2016]  
P.O. Box 3283  
St. Charles, IL 61874-3283  
Ph: 630-677-2594; Fax: 630-208-8189  
E-mail: [legrandconcours@sbcglobal.net]

**Margarita Dempsey**, Region I (New England) Representative [2017]  
Smithfield High School  
90 Pleasant View Avenue  
Smithfield, RI 02917  
E-mail: [mbdempsey11@gmail.com]  
Chapters: CT, Eastern and Western MA, ME, NH, RI, VT

**Abbe Guillet**, Region II (New York & New Jersey) Representative [2018]  
C W Baker High School  
Baldwinsville, NY 13027-8923  
E-mail: [anguillet@yahoo.fr]  
Chapters: Metropolitan, Nassau, Suffolk, Westchester, NY, Central NY, Hudson Valley, Pays du Nord, Rochester, Western NY, New Jersey

**Christine Gaudry**, Region III (Mid-Atlantic) Representative [2016]  
McComsey Hall 239  
Millersville University  
Millersville, PA 1755  
Ph: 717-872-3663; Fax: 717-871-2482  
E-mail: [christine.gaudry@millersville.edu]

Chapters: Central PA, DE, MD, Northeastern PA, Northern VA, Philadelphia, Pittsburgh, VA

**Deanna Scheffer** ♣, Region IV (Southeast) Representative [2018]  
Saint Augustine High School  
3205 Varella Avenue  
Saint Augustine, FL 32084  
E-mail: [deannascheffer@gmail.com]  
Chapters: AL, FL, GA, MS, NC, SC

**Daniel Noren**, Region V (East Central) Representative [2016]  
Languages & Literatures  
Ferris State University  
820 Campus Drive  
Big Rapids, MI 49307  
Ph: 231-591-5881  
E-mail: [danielnoren@ferris.edu]  
Chapters: Detroit, IN, Northwest IN, KY, MI, OH, TN, WV

**Eileen Walvoord**, Region VI (West Central) Representative [2017]  
2525 Lawndale Avenue  
Evanston, IL 60201  
E-mail: [eileenwalvoord@gmail.com]  
Chapters: Chicago, Kansas City, St. Louis, Downstate IL, IA, MN, WI

**Marie Schein**, Region VII (South Central) Representative [2016]  
Texas Christian University  
2800 S University Drive  
Fort Worth, TX 76129  
E-mail: [m.schein@tcu.edu]  
Chapters: AR, KS, LA, NE, Central TX, El Paso, Hautes Plaines, Houston, North TX, OK, South TX

**Ryan Rocque**, Region VIII (Southwest) Representative [2017]  
Lake Ridge Junior High School  
951 S 400 W  
Orem, UT 84058  
E-mail: [rrocque@alpinedistrict.org]  
Chapters: AZ, HI, NM, NV, Northern CA, San Diego, Southern CA, UT

**Catherine Ousselin**, Region IX (Northwest) Representative [2018]  
Mount Vernon High School  
314 North 9<sup>th</sup> Street  
Mount Vernon, WA 98273  
E-mail: [catherineku72@gmail.com]  
Chapters: CO-WY, ID, MT, ND, OR, SD, WA/AK/AB/BC

## NEW MIDDLE SCHOOL HONOR SOCIETY

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

The new society, called *Jeunes Amis du Français* (JAF), was approved by vote of the SHF sponsors. The *Jeunes Amis du Français* will function similarly to the SHF. Any middle or elementary school teacher can request a JAF Charter for a one-time fee. Because of the diversity of middle school programs, a school must select the Cultural or Academic option. Each chapter must induct students at least once per year in order to remain active.

The sponsoring teacher must be a current AATF member.

There is a per student induction fee. Each student will receive a certificate attesting to his or her membership. Additional materials will be available for purchase.

Membership in the JAF does not imply membership in the SHF nor give the student the right to SHF materials.

# AATF 2016 COMMISSIONS

## Commission on Advocacy Kathy Stein-Smith, Chair [2017]

Fairleigh-Dickinson University  
1000 River Road  
Teaneck, NJ 07666  
E-mail: [kathysteinsmith@aol.com]

## Commission on At-Risk, High Needs, Minority, and Immigrant Populations Margarita Lévasseur, Chair [2017]

Bloom Township School District  
100 W 10<sup>th</sup> St, Chicago Heights, IL 60411  
E-mail: [margarita.levasseur@gmail.com]

## Commission on Cinema

### Joyce Beckwith, Co-Chair [2016]

E-mail: [mmejoyob@aol.com]

### Dolliann Hurtig, Co-Chair [2016]

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

## Commission on FLES\*

### Karen Campbell Kuebler, Chair [2017]

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

## Commission on Cultural Competence

### Marie Schein, Co-Chair [2018]

Texas Christian University  
2800 South University Drive  
Fort Worth, TX 76129  
E-mail: [m.schein@tcu.edu]

## Commission on French for Business and Economic Purposes

### Deb Reisinger, Chair [2018]

205 Languages Center  
Duke University  
Durham, NC 27708-0257  
E-mail: [debsreis@gmail.com]

## Commission on Professional Teacher Standards

### Adina Alexandru, Chair [2017]

Southington Public Schools  
720 Pleasant Street  
Southington, CT 06489  
[adinaalex@live.com]

## Commission for the Promotion of French

### Justin Frieman, Chair [2016]

Adlai E. Stevenson High School  
1 Stevenson Drive  
Lincolnshire, IL 60069  
E-mail: [justinfrieman@yahoo.com]

## Commission on High Schools

### Anne Jensen, Chair [2017]

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

## Commission on Middle Schools Janel Lafond-Paquin, Chair [2018]

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

## Commission on Student Standards

### Rebecca Fox, Chair [2018]

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

## Commission on Technology Catherine Ousselin, Chair [2016]

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

## Commission on Universities

### Scott Sheridan, Chair [2017]

Illinois Wesleyan University  
1312 Park Street  
Bloomington, IL 62701  
E-mail: [sps Sheridan@comcast.net]

## 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@frenchteachers.org]. 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].

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

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

Change of Address		
Name _____		
Last	First	Middle
New address _____		
City _____ State _____ Zip _____		
Old address _____		
(as it appears on mailing label)		
City _____ State _____ Zip _____		
Date new address takes effect: _____		
Send this form to: AATF, 302 North Granite Street, Marion, IL 62959-2346; FAX: (815) 310-5754; E-mail: [address@frenchteachers.org].		

**2016 AATF ANNUAL CONVENTION  
AUSTIN, TX, JULY 3-6**

# REGIONAL REPORTS

## Region VII: South Central

Teachers and students in the South Central region continue to impress me by their dedication, hard work, and creativity. This report showcases a few of the many unique events organized in our chapters. I invite you to visit the newly created AATF Region VII South Central Web site for details and pictures of the many events featured in this report. Go to [southcentral.frenchteachers.org]

### Grand Concours

Congratulations to all the 2015 *Grand Concours* administrators in the region who collectively encouraged more than ten thousand students to enroll in the contest. And congratulations to all the students for their accomplishments and to the many national winners!

Several chapters in the region are listed in the *Tableau d'honneur*, including North Texas and Houston, while Louisiana and Central Texas earned a *Mention honorable*. Several students placed in the national category.

The El Paso, TX Chapter enrolled more than 400 students in the *Grand Concours*, and its administrator Maria Del Carmen, who has overseen *le concours* for the past 8 years, was selected as the *Grand Concours* Administrator of the Year 2015 and was invited to Saguenay to receive her award. Maria holds two Master's degrees, one in French from the University of California-Santa Barbara and the second in Spanish from the University of Texas-El Paso. She is currently working on her Doctorate in Modern Languages at Middlebury College. Approximately 200 people attended the awards banquet.

Maria writes: "French is a wonderful example of the richness a culture has to offer to the world and that is one thing that I would like to share with my students; the passion for learning more about this beautiful language."

### Immersion Programs For Teachers and Students:

The Arkansas Chapter continues to offer several opportunities to teachers and students for immersion, including their annual Immersion Weekend that takes place at the Ozark Natural Science Center.

It was another huge success for *La Journée d'Immersion* in the North Texas Chapter, thanks to the dedication and hard work of coordinator Sophie Morton whose leadership was once more exemplary. *Journée* 2015 was hosted at Argyle High School where Emily Thomas and her team of colleagues and students

provided terrific local arrangements and participation. Close to 200 participants enjoyed presentations on cultural topics, learned to play French board games, tasted cheeses and crêpes, listened to Francophone music, and more.

*L'Auberge de jeunesse*, the unique immersion experience for students in grades 9 and beyond, was hosted by the Nebraska Chapter at the Western Town-Camp Carol Joy Holling in Ashland, Nebraska. Students begin their experience by forming teams and participating in team building activities before competing against other teams in many games designed to boost their cultural and linguistic competence. Students also participate in arts and crafts, make a music video, enjoy home-cooked French meals, and in the words of Cara Heminger, chapter President, "Students really felt they made progress in their language in just 24 hours and only complained that the time was too short."

The Kansas Chapter hosted its *Journée française* in April 2016. Sessions and discussions focused on the theme of "Maladie et Médecine." The day opened with the projection of *Le Malade imaginaire*.

### Awards and Recognitions

The Central Texas Chapter congratulates Kelly Simon, French Teacher at Vandergrift High School in Austin, TX, whose leadership and creativity developed an extraordinary French Program that was selected as the AATF 2015 Exemplary French Program with Honors. Madame Simon credits her own French teacher, Mme Amo for encouraging her and inspiring her to become a French teacher. Kelly writes, "She taught me so much but her most valuable lesson was that children will forget what we say, but they will never, ever forget how we make them feel. I carry on her legacy every day at Vandegrift High School where my French students are truly *sans pareil*."

Please take a moment to read more about Kelly Simon and her program at Vandergrift High School on the AATF Web site as well as on our Region VII site. [http://southcentral.frenchteachers.org].

Tia LeBrun, Louisiana Chapter Treasurer and French teacher at Henry Heights Elementary School in Lake Charles, LA, was selected as the 2016 LFLTA Teacher of the Year.

Donald Vidrine, Professor of French at the University of North Texas and member of the North Texas Chapter since 1968 was awarded the *Palmes académiques* in recognition for his outstand-

ing accomplishments. Professor Vidrine founded *La Fête française*, an event that continues to be held every spring and brings several hundreds of students together to demonstrate their linguistic and cultural competence.

Respectfully submitted  
Marie Schein  
Region VII Representative  
[m.schein@tcu.edu]

## AATF PUBLICATIONS AVAILABLE

### From the AATF Commission on Cultural Competence:

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

A book analyzing contemporary French culture *France in the Twenty-First Century: New perspectives / La France au XXI<sup>e</sup> siècle: nouvelles perspectives*, Marie-Christine Weidmann Koop and Rosalie Vermette, eds. Summa Publications, Inc., 2009. ISBN 978-1-883479-61-9. Pp. xxxiii + 340. \$36.95 + \$4.00 S&H at http://summapub2.googlepages.com. Accompanied by a website with activities and regular update.

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

Prices are subject to change without notice.

## AATF EXEMPLARY FRENCH PROGRAM

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF Web site? Then you may be a candidate for the new Exemplary French Program sponsored by the AATF. Read the indicators and start preparing your application for next year's program. Deadline: **March 15, 2017**.

For complete instructions, go to the AATF Web site at [www.frenchteachers.org].

# CHAPTER NEWS!

## CONNECTICUT

- The chapter's new and expanded Web site [www.aatfct.org] has attracted literally thousands more visitors and has links to all of the information and teacher resources from the year's activities.
- The chapter has inaugurated a new and exciting program to support French teachers—a series of ten free professional development webinars hosted by AATF committee member Edouard Smith. Topics:
  - Exchange Programs & Trips Abroad - All your questions answered
  - Google Classroom - Tips, Tricks and Hidden Surprises
  - AP Share - Persuasive Essay / E-mail Reply
  - Google Forms - Information gathering made simple
  - AP Share - Simulated Conversation / Cultural Comparison
  - Google Sheets - New and Different Uses
  - Flubaroo - Automatically Grade Student Homework
  - AP Share - After the exam
  - EDPuzzle - Embed Questions & More in Videos for Students
  - Standards Based Grading for the World Language Classroom - Where to start
- The annual "Rentrée Gathering" gathered about 35 teachers from all over Connecticut to meet casually and socialize in September.
- In October at Miss Porter's School, the fall meeting and atelier included a presentation and discussion of "Strategies to Build and Promote Excellence in Your French Program." The presenting panel was comprised of teachers from St. Luke's School and Hopkins School, the two CT schools earning distinction as AATF Exemplary French Programs. Attendees relaxed, networked, enjoyed a delicious reception and discussed many strategies about how to grow their programs, promote them, and earn recognition via the AATF Exemplary French Program.
- The chapter-sponsored event for National French Week was an "Édith Piaf Spectacular" presented by professional French-Canadian performer Mélanie Gall. Six hundred students and teachers learned about Piaf, enjoyed her music, and sang her songs,

- all in a bilingual, multimedia format.
  - In January, the chapter sponsored its third annual French Teachers' Tip Swap event. 30 teachers enjoyed a Friday night of idea-sharing and social *rendez-vous*.
  - AATF-CT will offer a \$500 prize to a Connecticut senior demonstrating excellence in French. A formal application and face-to-face interview are required and the winner will be honored at our prize ceremony in May.
- Coming soon:
- Quiz Bowl state-wide competition (using Kahoot)
  - Atelier: "Les sujets difficiles (la Grande Guerre) et le cinéma français" with Anne-Christine Rice, author of the book *Cinema for French Conversation*.
  - Réunion printanière + Group viewing and talk-back of performance *My Paris* (based on the life of Toulouse-Lautrec) at Long Wharf Theatre
  - Cérémonie de Remise des Prix + LIVE final round of Quiz Bowl with audience.

## 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.

### MEMBERSHIP DRIVE

The AATF is launching a membership campaign! See the AATF Web site under membership for information concerning the buy-two-get-one-free offer for a year's free membership.

## NEW! VOLUME 2!

### *Integrating Service-Learning and Volunteer Opportunities into French Study Abroad Programs. A Guide for Educators and Students of French*

2<sup>nd</sup> volume in the series on service-learning which provides suggestions and models for establishing high-quality, effective service-learning experiences to enhance the study of French.

\_\_\_ VOL. 1: *Concepts & Models* x \$25 = Total \_\_\_\_\_

\_\_\_ VOL. 2: *Integrating Service-Learning* x \$25 = Total \_\_\_\_\_

\_\_\_ Both volumes x \$40 = Total \_\_\_\_\_

Total enclosed: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Tel: \_\_\_\_\_ Mail to: AATF, 302 N. Granite St., Marion, IL 62959.

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



# 2016 NATIONAL FRENCH WEEK CONTESTS

The theme for both contests in 2016 is "*En avant vers les nouvelles frontières du français!*/Onward to New Frontiers for French!"

## ESSAY CONTEST

**Deadline:** Received by **November 15, 2016.**

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

**Guidelines:** Each entry must be the original work of a current French student whose teacher is an AATF member for 2016. No group entries. There is a limit of five entries per school. Essays must be written in English. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, e-mail address, and AATF chapter name must be written at the beginning of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

**Judging Criteria:** Relevance to the theme, originality, written expression.

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

## VIDEO/ANIMATION CONTEST

**Deadline:** Received by **November 15, 2016.**

**Rationale:** The AATF Executive Council decided that teachers at the middle school and high school would appreciate an activity that students could work on during National French Week (November 4-10, 2016). Since many students create their own videos and blogs, the Council thought that this contest would bring in students and teachers who are interested in technology.

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

erine Ousselin at [catherineku72@gmail.com]. For ideas on past submissions, visit the National French Week blog site at [http://nfwposter.blogspot.com/].

**Guidelines:** The video/animation must relate to the contest theme. Minimum length 30 seconds. Maximum length: 2 minutes. No copyrighted figures (ie. Snoopy, Astérix) accepted. Videos with references to alcohol, drugs, or violence will not be accepted. Each entry must be the original work of a current French student or group of students whose teacher is an AATF member for 2016. There is a limit of five entries per school. The video/animation must include the names of the school, French teacher, and students who contributed to the project.

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

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



## 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](http://www.frenchteachers.org/hq/outstandingsenior.htm) or [sra@frenchteachers.org](mailto:sra@frenchteachers.org)  
(Basic award: \$25 / Award + medal: \$35)



## PARLEZ-VOUS... POSTER SERIES



This series of six full-color 11x17" promotional posters for French teachers is based on the themes *Parlez-vous... histoire?...cuisine?...civilisation?...sciences?...sports?* and finally *Parlez-vous...français?* They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. Includes a 123-page guide for using the posters to promote French. Thumbnail sketches of the six posters can be viewed at [www.frenchteachers.org/hq/materials/material.html]. Send this form and payment of \$25 (members)/\$40 (non-members) to AATF Materials, 302 N. Granite St., Marion IL 62959; Fax: (815) 310-5754. Prices valid through 6/30/2016.

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

## ORDER AN AATF MEMBERSHIP ID CARD

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

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

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

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

AATF members can obtain an official AATF membership card by sending a SASE to: AATF Membership Card, 302 N. Granite St., Marion, IL 62959.

Chapters can order cards in bulk for distribution to their members.

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

Ann Sunderland  
 AATF Past-President



American Association  
 of Teachers of French  
 Année \_\_\_\_\_

M., Mme/Mlle \_\_\_\_\_

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

Fait à Marion, Illinois, États-Unis d'Amérique  
 le \_\_\_\_\_ pour servir  
 et valoir ce que de droit.

\_\_\_\_\_ La Secrétaire générale

## ACCLAIMED FRENCH NOVELIST JULIEN SUAUDEAU ON POST-NOVEMBER 2015 FRANCE AND TERRORISM 2016 KEYNOTE SPEAKER IN AUSTIN (JULY 3, 2016)

### **Quand la fiction puise dans la réalité sociale**

*Le 13 novembre restera toujours gravé*

*dans nos esprits.* Today we continue to struggle as we remember what took

place on that late

fall Friday evening in

Paris, and face the fear

of terrorist attacks on

our doorsteps. How

did the French live

before November, and

how do they face the

violence of our world

today? What under-

standing do French

people draw from

what happened? How

deeply can we search

for understanding as

we know the Novem-

ber terrorists were of

French and European

descent? What is the

place of not just Islam

but also class struggle, economic depres-

sion in French society nowadays? What

is French society today? Julien Suaudeau

will be with us in Austin and share with

us his perspective as a French novelist.

The author of two acclaimed novels

(*Dawa*, 2014; and *Le Français*, 2015) Julien

Suaudeau was born in 1975. He grew up

in the small city of Evreux, was an ama-

teur boxer, studied at *Sciences Po*, started

his career as a consultant for the French

Embassy in Baku, Azerbaijan. From film

critic he then became a documentary

filmmaker. His first feature documentary,

*Il était une fois en Côte d'Ivoire* (2004),

aired in France, Germany, Switzerland,

and Canada, followed by two others, *Der-*

*rière les cordes*, *American Dreamers*, as well

as three short fiction films, *Zé*, *Une pierre*

*au coeur*, and *Un an et un jour*.

Today Julien Suaudeau lives in

Philadelphia with his wife and two small

children. Amazingly, he is one of our own,

a colleague currently teaching French in

Haddonfield, NJ. He finds time to write

everyday, standing as one of France's

most prominent contemporary literary

voices.

*Dawa* is a realist psychological and

sociopolitical thriller, a reflection on the

link between past and present, an inter-

pretation on chaos, terrorism, vengeance,

manipulation, complexity, Paris' *banlieues*.

*Le Français* follows the narrator, a young

Frenchman with no marks from a small

provincial town, who as he faces the bru-

trality of his environment, takes the jihad

route and becomes an ISIS executioner

in Syria. These two novels are strong

and impactful. Journalist Élise Lépine (*Le*

*Point*, March 30, 2014)

speaks of *Dawa* as a

"roman-choc" and wrote:

"Quand la fiction puise

dans la réalité sociale, la

littérature fait l'effet d'un

coup de poing. La preuve

avec le livre de Julien

Suaudeau."

We are extremely

grateful that Julien

Suaudeau accepted our

invitation to join us in

Austin. Without a doubt

his keynote address will

be a unique and powerful

moment, and our time

with him will allow us to

reach a better and clearer

understanding of identity construction,

inequalities and socio-economic realities,

the fluidity of French culture, and the

world and French society seen through

the eyes of a novelist.

In Julien Suaudeau's words, about his

first book, *Dawa*:

*J'ai écrit Dawa à Philadelphie,*

*une ville où l'Amérique se rappelle ce*

*qu'elle doit à la France des Lumières,*

*en me demandant si cette idée de*

*la France et de la République a un*

*avenir, ou si elle n'est plus qu'un*

*mythe consigné aux livres d'histoire.*

*À travers chaque personnage, cha-*

*cun des milieux qu'explore le récit, je*

*me suis efforcé de regarder la France*

*d'aujourd'hui avec ce qu'on appelle*

*l'oeil américain: observateur, précis,*

*sans complaisance. Sous le coup de*

*la colère et de la déception, aussi,*

*devant les impostures identitaires et*

*leurs exploitations politiciennes qui*

*polluent l'image que notre société*

*a et donne d'elle-même. Dawa est*

*le fruit noir de cette rumination, de*

*mon exil loin d'un pays que j'aime,*

*qui me manque tous les jours, mais*

*qui ne tourne pas rond.*

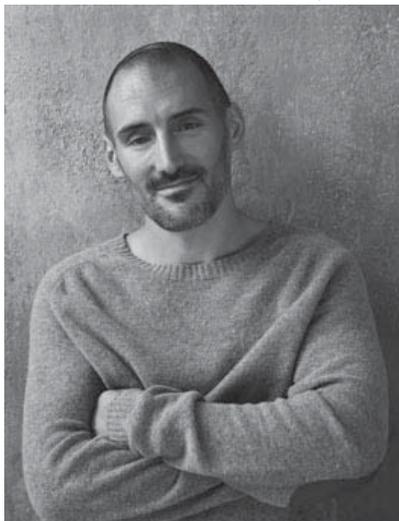
Do not miss Julien Suaudeau's key-

note address!

Catherine Danielou

Présidente

[danielou@uab.edu]



## COMMISSION ON ADVOCACY CAMPAIGN UPDATE

The AATF Commission on Advocacy works to interpret advocacy in its broadest sense, gathering and making available relevant information, responding to requests for assistance, and at times, reaching out directly to faculty whose programs have been described as possibly at risk to offer assistance.

Commission members avidly follow the news on foreign language programs across the country and share any articles on budget cuts, layoffs, and program reductions or closures that might potentially affect French programs. Founding Chair Bob Peckham is consistently active in this area, sharing news with the group on a regular basis.

When any of the group is contacted by a local chapter or by a faculty member who believes his/her program may be at risk, that news is shared, and depending on the situation, the local chapter is contacted, letters of support are written, or additional information is requested.

In addition to the Advocacy information on the AATF Web site Commissions page [www.frenchteachers.org/hq/commissions.html], the Commission has developed and maintains an active Facebook page which now has well over 800 likes and includes general information intended to increase awareness of all that French language and Francophone culture have to offer, as well as links to information potentially useful to educators in need of facts and data to support promotion and advocacy at the local or institutional level.

For additional information, please visit the Commission Web site, maintained by Bob Peckham.

The Advocacy Depot: Ideas for French Language and Culture Advocacy in the U.S.: The Official Web Site of the AATF Commission on Advocacy [www.utm.edu/staff/globeg/advofr.shtml].

Kathy Stein-Smith

Chair, Commission on Advocacy

Fairleigh-Dickinson University

kathysteinsmith@aol.com

## IT'S DELICIOUS!

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

# MANY LANGUAGES ONE WORLD, PROMOTING MULTILINGUALISM: THE FRENCH LANGUAGE WINNERS

Knowledge of other languages and cultures has always been important, but in a globalized world, knowledge of other languages has become even more essential. According to Adams and Carfagna, "language is a critical instrument that shapes one's view of the world. Understanding the meaning of the words other people use yields perhaps the most insight into cultural differences" (174). And yet, the U.S. suffers from a foreign language deficit that impacts our economic and national security, as well as our ability to be effective global citizens.

In comparison to much of the world, the U.S. lags behind in terms of foreign language skills, with only one in four Americans reporting that they consider themselves capable of holding a conversation in another language. On the other hand, in Europe, 56% of adults consider themselves capable of holding a conversation in another language, 28% in two additional languages, and 11% in three additional languages.

leading to increased engagement and better outcomes.

It has also highlighted the importance of its six official languages as essential to "clear and concise communication on issues of global importance," and in June 2015, Secretary-General Ban Ki-moon appointed a Coordinator for Multilingualism, charged with the "implementation of multilingualism Secretariat-wide."

ACTFL published its "Global Competence Position Statement" in 2014, and the Modern Language Association (MLA) published "Foreign Languages in Higher Education: New Structures for a Changed World" in 2007, which proposed goals of "translingual" and "transcultural" competence in foreign language learning.

## **Many Languages One World (MLOW)**

Motivation has been defined as "the process that initiates, guides, and maintains goal-oriented behaviors" and is generally considered the most powerful predictor of a successful foreign language learning outcome. Motivation is

by Adelphi University, to support multilingualism and the continued study of the six official languages of the UN, was launched in October 2013 in observance of the beginning of the 70<sup>th</sup> anniversary year of the UN.

Students who wished to participate submitted an essay on a pre-selected topic, in a language other than their native language or the language of their primary and secondary schooling. An international panel of judges selected the finalists, who were then interviewed to determine the ten winners for each of the six official languages of the UN.

The essay contest winners would be invited to attend a Global Youth Forum that included an ELS Preparatory Conference at Adelphi University and would culminate in an opportunity to present at the UN General Assembly, followed by a weekend of sightseeing in New York City.

It is interesting to note that each student had to be a full-time college or university student and be recommended

---

***...in Europe, 56% of adults consider themselves capable of holding a conversation in another language, 28% in two additional languages, and 11% in three additional languages.***

---

According to the American Council on the Teaching of Foreign Languages (ACTFL), 18.5% of K-12 public school students in the U.S. study a foreign language, and according to the Modern Language Association (MLA), 8.1% of college and university students in the U.S. study a language other than English. In Europe, virtually all students study one or more foreign languages.

## **Multilingualism as a Global Competency**

According to Merriam-Webster, multilingualism has been defined as "using or able to use several languages especially with equal fluency." Multilingualism has long been a core value of the European Union (EU), which has expanded its definition to explicitly include "an individual's ability to communicate in several different languages, the co-existence of different language communities in one geographical/political area, and an organisation's policy choice to operate in more than one language." It is this core value that has driven the EU policy of plurilingualism, often referred to as "mother tongue plus two."

The United Nations has embraced the concept of multilingualism, affirming the communicative importance of multilingualism among the UN member nations and its importance in building tolerance,

often discussed, formally and informally, by foreign language educators, in terms of motivating students to begin the study of a foreign language, to work hard to get good grades, and to continue to study a specific foreign language in order to reach proficiency, or even fluency.

Foreign language teachers motivate students every day in the classroom, and organizations of foreign language educators and supporters—including the AATF—offer contests, honor societies, etc. to recognize and to reward foreign language achievement in order to sustain motivation and enthusiasm for foreign language learning. However, in a globalized world, language skills transcend borders, and it is interesting to think about ways to recognize and reward foreign language skill as a global competency.

The United Nations, with its goal of promoting international cooperation, and which celebrated its 70<sup>th</sup> anniversary on October 24, 2015, is the quintessential international organization, and would be the ideal setting to promote, recognize, and reward foreign language skills in a globalized world and in education for global citizenship. "Many Languages One World" (MLOW), organized by the United Nations Academic Impact (UNAI) and by ELS Educational Services, and hosted

by a faculty member at their home institution who also confirmed that the student was, indeed, writing in a learned second language.

In 2014, from among nearly 1500 essays submitted by students from 128 different countries, 60 essay contest winners were selected. According to the ELS Web site, "over 4,000 people participated in some aspect of the competition." The topic for the 2014 essay was the importance of multilingualism in global citizenship.

In 2015, the essay topic related to the proposed post-2015 global development goals, and 70 winners, in observance of the 70<sup>th</sup> anniversary of the UN, from 42 countries, were selected from among 1200 essays submitted. The 60 MLOW 2014 winners included 8 U.S. students, and the 70 MLOW 2015 winners included 5 U.S. students

## **The MLOW French Language Winners**

It is important to note the significance of French at the UN as, in addition to being one of the official languages of the UN, French is used as one of the two working languages of the Secretariat. The *Organisation Internationale de la Francophonie* (OIF) has permanent observer status, and the Group of Francophone Ambassadors works in support of the use of French and of UN multilingual-

ism generally.

In fact, an October 2015 episode of "Destination: Francophonie" examined the use and status of French at the UN, featuring comments by Michaëlle Jean, Secretary-General of the *Francophonie*, and by Omar Hilale, Chair of the *Groupe des ambassadeurs francophones à l'Onu*, on the importance of linguistic and cultural diversity at the UN.

French is spoken by over 200 million around the world, and the *Francophonie* includes 80 members, making French a global language. In addition, at least 2 million speak French here in the U.S., including both heritage speakers and recent immigrants, making French a U.S. language. As an official language of the United Nations and a working language of the European Union and many other international organizations, French is an international language.

The ten French language winners were from eight countries: Germany, Kazakhstan, Mexico, the Philippines, South Africa, Spain, Tunisia, the UK, and the U.S. As the student winner from Mexico was unable to attend, that left nine. The students represented a variety of disciplines, including translation and interpreting, French language, and law.

Each group was assigned one of the principles of the UN Academic Impact for their presentations, and the French language group was assigned principle #3, "a commitment to educational opportunity for all people regardless of gender, race, religion or ethnicity."

The students arrived on the campus of Adelphi University, spent their first evening getting acquainted at an on-campus barbecue and being greeted by Berlitz CEO Mark Harris and other dignitaries. The next day was devoted to the preparation and rehearsal of their UN presentations one of the ten principles of the UN Academic Impact. The following day, June 27, the students gave their presentations at the General Assembly and enjoyed a luncheon with UN dignitaries and staff in the Delegates' Dining Room. The rest of the weekend was devoted to NYC sightseeing, with departure on Sunday.

MLOW 2015 followed a similar process, and was announced in November 2014, with the essay topic on the UN post-2015 global sustainable development agenda. In addition, in observance of the 70<sup>th</sup> anniversary year of the UN, 70 winners were chosen to participate in the Global Youth Forum and to present on one of the proposed UN post-2015 global development agenda at the UN

on July 25, 2015. However, in 2015, the students had additional time to prepare their presentations.

Each language group was assigned one of the goals of the current draft of the Post-2015 Development Agenda, and the French language group was assigned Goal #16—"Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels."

The 12 French language winners represented eight countries: Brazil, China, Moldova, Peru, Russia; Slovakia, Spain, Tanzania, and the U.S. Students represented a variety of disciplines, including law, architecture, engineering, French language and literature, and levels ranging from undergraduate to doctoral students.

Although there was some variation in the French language skills of the winners, all had excellent skills, and some had near-native fluency. In addition, many spoke additional languages, and virtually all spoke some English. Beyond their language skills and international mindedness, however, it was their camaraderie and their ability to develop friendships across cultures that was the most remarkable.

### Conclusions

"Many Languages One World" has operationalized the concept of multilingualism as a global competency, based on the UN core value of multilingualism, in a creative manner, within a partnership of government, academe, and private enterprise—the UN, Adelphi University, and ELS Educational Services, Inc. -- the "language enterprise" partnership as defined by Rivers. It would be wonderful to see additional "language enterprise" collaborations at all levels that would recognize and reward the foreign language skills of our students.

In Europe, virtually all students study one or more foreign languages, yet in the U.S., that is far from the case, with only 18.5% per cent of K-12 public school students studying a foreign language. In order to empower U.S. students to become effective global citizens and to remain competitive in the global marketplace, access to foreign language education needs to be increased. According to Languages for All?, "it's time to shift the discussion from 'Why should we learn a second language?' to 'Why aren't we learning languages?'"

The MLOW winners are true examples of excellence across the disciplines and a reminder of the importance of foreign language skills in a wide range of careers,

including and transcending foreign language education and language services.

### Future Directions

A community has been formed—of student participants and winners, their friends, their families, their recommending professors, and of all who participated as essay readers, interviewers, facilitators, staff, etc. It is a diverse community in many ways, but unified in terms of its commitment to multilingualism as a means to communicate across cultures and its commitment to a better world.

As each of these young people shares his/her personal journey, the impact of the MLOW experience will remain part of each one's personal and intellectual experience, as has already been evidenced by local communities and mini-reunions of MLOW participants, by friendships and travel, and by social media.

As expressed by Berlitz CEO Mark Harris, in his remarks at the conclusion of the 2015 MLOW UN presentations, "I would like to challenge these young people and their predecessors from last year to form a *confrérie*, to form MLOW Global Community, but I challenge you to keep this sense of *fraternité*, *d'égalité*, and as our last friend said, *liberté*, and stay together because the harmony and the communication across cultures and across nations, and using language and otherwise, is what's necessary to save this world and save this earth."

Kathy Stein-Smith  
Fairleigh-Dickinson University  
[kathysteinsmith@aol.com]

### References

- Adams, J. Michael, and Angelo Carfagna. *Coming of Age in a Globalized World: The Next Generation*. Bloomfield, CT: Kumarian, 2006.
- American Council on the Teaching of Foreign Languages. "Foreign Language Enrollments in K-12 Public Schools: Are Students Ready for a Global Society?" 26 May 2015. [www.actfl.org/news/reports/foreign-language-enrollments-k-12-public-schools-are-students-ready-global-society Web. 26 Oct. 2015].
- "Global Competence Position Statement." 25 Aug. 2014. [www.actfl.org/news/position-statements/global-competence-position-statement]. 26 Oct. 2015.
- Cherry, Kendra. "What is Motivation?" [http://psychology.about.com/od/mindex/g/motivation-definition.htm]. 26 Oct. 2015.
- Destination Francophonie* #122. 3 Oct.

2015. [https://www.youtube.com/watch?v=l0J2veU2pF4]. 26 Oct. 2015.

Devlin, Kat. "Learning a Foreign language a 'Must' in Europe", Not So in America." 13 July 2015. [www.pewresearch.org/fact-tank/2015/07/13/learning-a-foreign-language-a-must-in-europe-not-so-in-america/]. 26 Oct. 2015.

ELS Educational Services. "Many Languages One World." n.d. [www.els.edu/en/ManyLanguagesOneWorld]. 26 Oct. 2015.

European Commission. "Europeans and Their Languages." Feb. 2006. [http://ec.europa.eu/public\_opinion/archives/ebs/ebs\_243\_sum\_en.pdf]. 26 Oct. 2015.

----. "Multilingualism in the European Union." n.d. [http://ec.europa.eu/dgs/translation/translating/multilingualism/index\_en.htm]. 26 Oct. 2015.

"Languages for All? The Anglophone Challenge." 30 Sept. 2013. [www.casl.umd.edu/lfa]. 26 Oct. 2015.

McComb, Chris. "About One in Four Americans Can Hold a Conversation in a Second Language." 6 Apr. 2001. [www.gallup.com/poll/1825/about-one-four-americans-can-hold-conversation-second-language.aspx]. 26 Oct. 2015.

Merriam-Webster Dictionary. n.d. [www.merriam-webster.com/dictionary/multilingual]. 26 Oct. 2015.

Modern Language Association. "Enrollments in Languages Other Than English in United States Institutions of Higher Education." 11 Feb. 2015. [https://www.mla.org/enrollments\_surveys]. 26 Oct. 2015.

----. "Foreign Languages and Higher Education: New Structures for a Changed World." May 2007. [https://www.mla.org/flreport]. 26 Oct. 2015.

Parker, Bridget. "More Than Any Other Foreign Language, European Youths Learn English." 8 Oct. 2015 [www.pewresearch.org/fact-tank/2015/10/08/more-than-any-other-foreign-language-european-youths-learn-english/]. 26 Oct. 2015.

Permanent Mission of France to the United Nations in New York. "Francophonie." 10 Mar. 2015. [www.franceonu.org/Francophonie-8628]. 26 Oct. 2015.

Rivers, William. "The Language Enterprise in the US: The View from Washington." 19 Apr. 2013. [www.govtilr.org/Training%20Committee/Minutes/JNCL-NCLIS%20ILR%20April%2019%202013.pdf]. 26 Oct. 2015.

United Nations. "Multilingualism: Secretary General Appoints Coordinator for Multilingualism." 30 June 2015. [www.un.org/sg/multilingualism/index.shtml]. 26 Oct. 2015.

## What's New in the French Review?

Vol. 89, No. 4 (May 2016)

- "Prolonger à distance l'enseignement du FLE" (Jeanmaire)
- "Teaching French and Francophone Cultural Identities in a Course on *Chanson*" (Kem)
- "Les contes d'hier et leurs réécritures contemporaines: quelle pertinence pour l'enseignement-apprentissage du FLE?" (Maizonniaux)
- "Teaching Birago Diop's 'Sarzan' in an Advanced French Composition and Conversation Class" (Kamara)
- "La symbolique des oiseaux de proie dans trois lais des douzième et treizième siècles" (Xia)
- "A Serresian Interpretation of Robinson's Philosophical Quest in Michel Tournier's *Vendredi ou les limbes du Pacifique*" (Moser)
- "Haunted by History: Revisiting Childhood Trauma in Philippe Grimbert's *Un secret*" (Lipman)
- "Les mots d'esprit et l'esprit des mots: le cas de Rose Sélavy de Robert Desnos" (Wang)
- "'Le cyclone est passé': Writing Ecologies in Gisèle Pineau's *L'espérance-macadam*" (Connell)
- "Global Brands Speak Québécois: Linguistic and Sociocultural Strategies in Quebec Advertising" (Martin)
- "Faits Divers and Pregnancy in the Films of François Ozon" (Scatton-Tessier)

## LOOKING FOR AATF MATERIALS?

You will find a complete listing of AATF promotional and pedagogical materials on page 30 of this issue of the *National Bulletin*.

- All AATF materials are available in our On-Line Store at [www.frenchteachers.org](http://www.frenchteachers.org)
- A printable color catalogue of all materials is now on-line as well.
- Orders can be mailed, faxed, or completed on-line!

## FRENCH ADVOCACY IN A NUTSHELL

The AATF has a Commission on Advocacy to defend your French program, whether you are a member or not. We have a Web site to explain our goals and objectives entitled "Ideas for French Language & Culture Advocacy" in the U.S. [www.utm.edu/staff/globeg/advofr.shtml] with a number of state-specific Web sites and informational databases linked to it.

**What do we do?** We work with you to develop a group of local and state allies (at school, in business, in the local and state political scene, among parents, etc.). We help you develop a corpus of local-specific knowledge and give you state-specific reasons why French is important. Among these allies, in most cases we can put you in contact with a chapter advocacy team.

**What kind of knowledge do we offer?** Recent economic, demographic, historical knowledge about your state that can be openers with power brokers or part of a winning argument in a debate. We offer the addresses of valuable contacts from consulates, state supervisors, your state's AATF chapters, regional chapters of the *Alliance française*, and many more.

**What else will we do?** We will help you create a game plan, and then play an appropriate role in its execution. Though we cannot guarantee to thwart the bad guys, we can be your best chance to save a good program, provided you let us know early enough. Of course, AATF members receive regular news of what we are doing through our paper publications and on our Web site [www.frenchteachers.org].

Tennessee Bob Peckham  
E-mail: [bobp@utm.edu]

**Check out all our Commissions and their various projects at:**

[www.frenchteachers.org/hq/commissions.html](http://www.frenchteachers.org/hq/commissions.html)

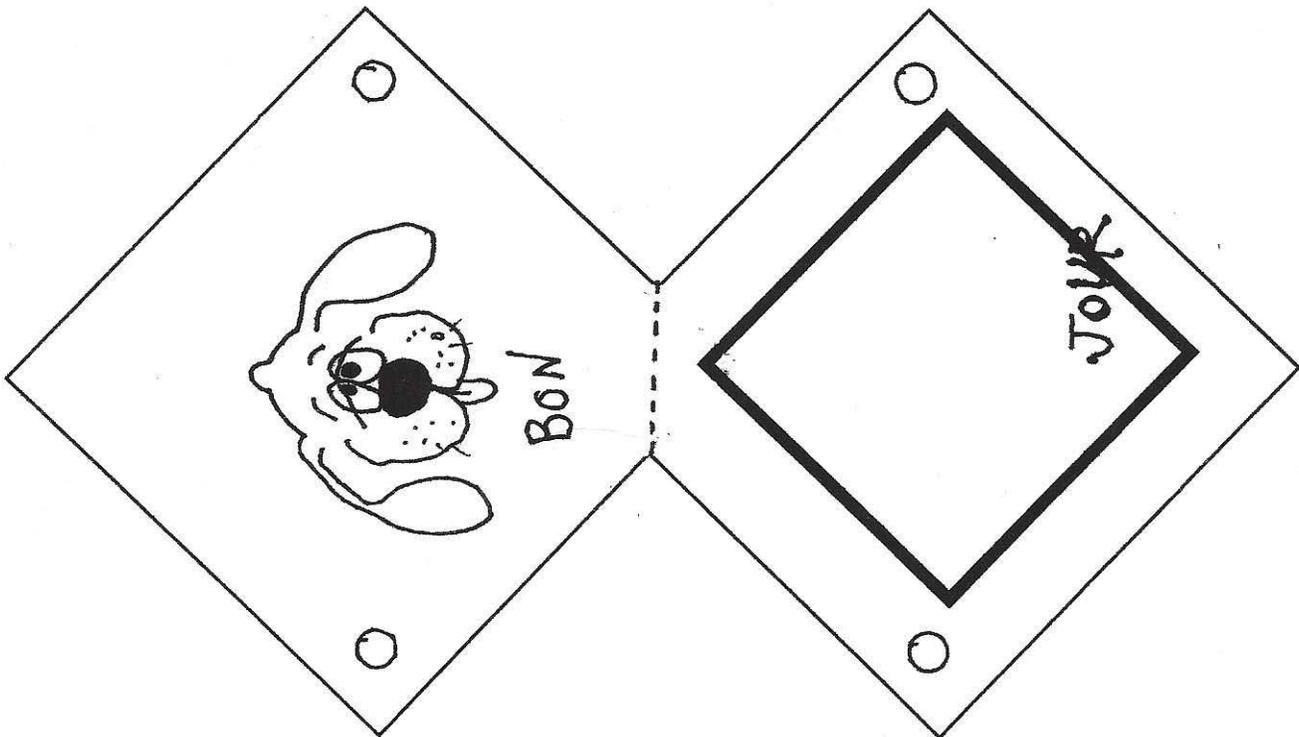
**Note:** The symbol  after a member's name in this publication means that that individual is a National Board Certified teacher. Visit [www.nbpts.org] for more information.



## OÙ EST LE CHIEN?

There are as many learning styles as there are students in our classrooms, requiring multiple teaching strategies to reach each student. FLES teachers have instinctively provided multiple ways to convey language to our students in an attempt to recreate in a condensed version the ways a child absorbs his mother language through auditory, visual, and kinesthetic stimuli. Locutions of position make it easy to comply with what some consider “contemporary” thought on teaching as there are so many ways to reinforce these expressions. Begin with a puppet or stuffed animal and take him around the room, repeating: “Où est le chien?” and then giving a response that involves the students: “Le chien est devant Michel. Le chien est derrière Sophie. Le chien est sur Colette.” We start with two or three, adding as students become more familiar with the terms. Secondly, create situations where the students follow directions: “Pose le chien sur la tête de Casimir.” Replace the command with a declarative sentence so that the class can repeat the phrase chorally which encourages even the most reluctant language learner to participate: “Le chien est devant Marthe.” Not until the expressions feel comfortable do we ask a single student to respond (as recall) to: “Où est le chien?”

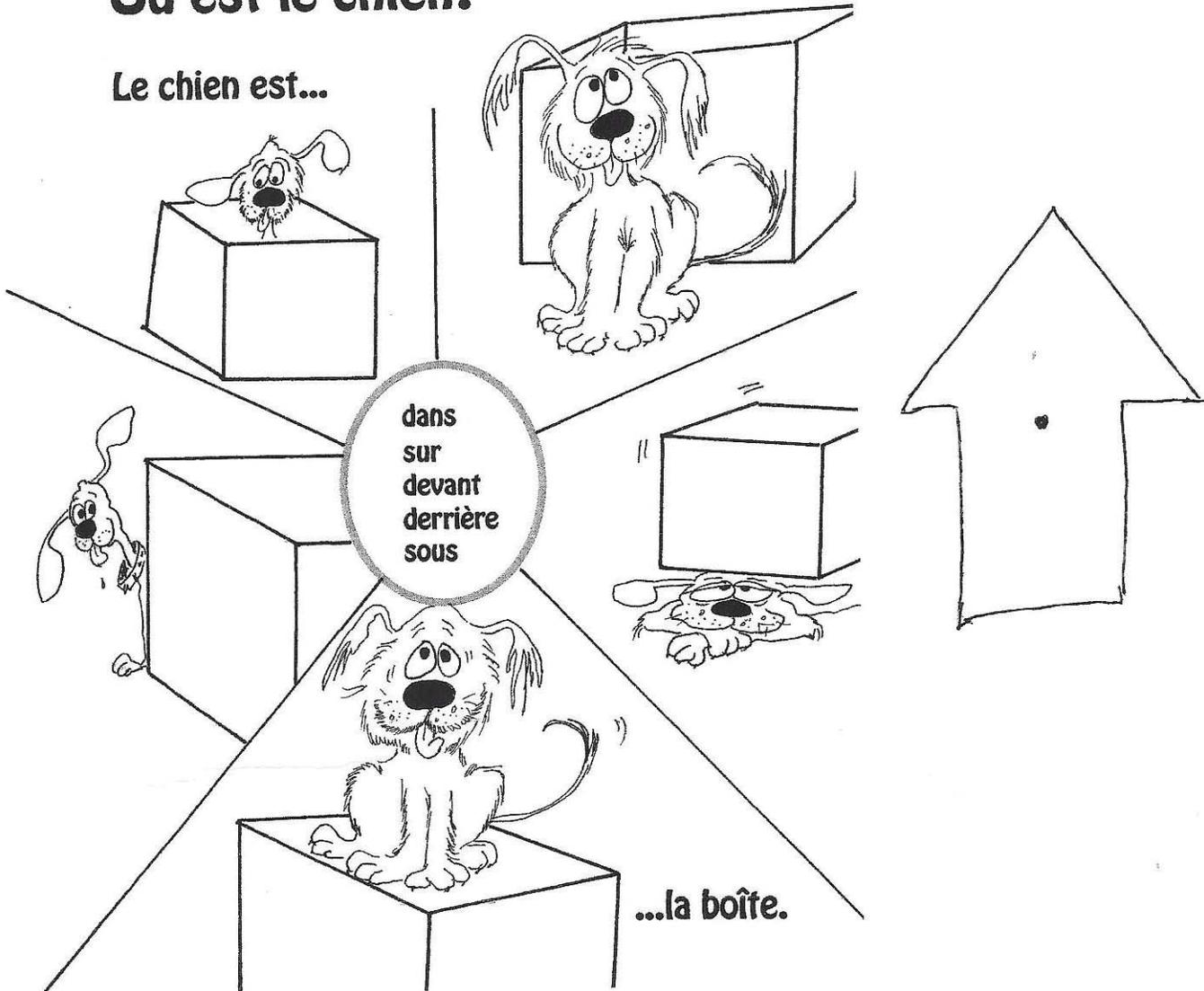
My second graders loved making the magic trick where *le chien* magically appears in *la boîte*. Cut (*découpez*) around the outside of the two squares then fold (*pliez*) along the dotted lines so that the corners line up. Secure with *le scotch*, and punch holes where circles indicate with *la perforatrice*. (Smaller French students may need some help here). Thread *un élastique* through the hole on each side, bringing the end of each elastic band back through itself to secure. With the empty box (*la boîte vide*) facing you, roll the two elastics on each side back and forth rapidly through thumbs and index fingers, making the box spin. *Le chien* should appear in the box, as well as “Bonjour”. Once the student can see it, he must shout: “Le chien est dans la boîte!” This paper gimmick works with *un poisson dans un bocal*, *un oiseau dans une cage*, *un visage sur un potiron*. What other ways could your students apply this idea?



So many games lend themselves naturally to the locutions of position. The drawing below can be copied (enlarge to 8 1/2" X 11") and used just for practicing orally with "Où est le chien?" For a more active project, have students cut out the arrow (*la flèche*) and attach in the center with *une attache parisienne*, and it becomes a spinner, requiring a complete sentence to describe the drawing to which the arrow points. Students circulate around the room with their spinner page, asking the question to classmates who must respond with a complete sentence: "Le chien est derrière, devant, sur, sous, dans la boîte." *Amusez-vous bien!*

# Où est le chien?

Le chien est...



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

## AATF CONVENTION WORKSHOPS

The following three-hour workshops will be offered during the convention. Preregistration (see form pages 21-22) is required for some of them as indicated in the descriptions. One workshop is included if you select the Full Registration Option (which also includes luncheon and banquet). All workshops will take place on Sunday, July 3 from 1:30-4:30 p.m.

### **W101: Improving Student Performance on the AP French Language and Culture Exam**

*Intervenante: Brian Kennelly, California Polytechnic State University (CA)*

What does the free-response section of the 2016 AP French Language and Culture exam reveal about student performance? What were the typical student errors? With which skills and content did students struggle the most? And how better to position students for success on future exams? (\$30; pré-inscription obligatoire)

### **W102: Le Petit Prince revisité!**

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

*Le Petit Prince* est de retour! Venez à cet atelier pour voir ce que vous pouvez faire avec ce livre charmant! De nombreuses activités seront présentées et vous aurez l'occasion de les essayer avant de les utiliser dans votre propre salle de classe! (\$30; pré-inscription obligatoire)

### **W103: AATF Commission on Cinema presents Volume 2 of *Allons au Cinéma***

*Intervenants: Joyce Beckwith, Wilmington High School (MA), retraitée; Dollmann Hurtig, Louisiana Tech University; Michele Bissière, UNC Charlotte; Nathalie Degroult, Siena College (NY); Michael Foster, William Jewell College (MO)*

Hot off the presses! The editors of the recently published Volume 2 of *Allons au Cinéma: Promoting French through Films* will be joined by several contributing authors who will present the seventeen Francophone films which comprise the volume. Clips of these films will be shown followed by an interactive discussion of relevant themes, appropriate levels to maximize student involvement, cultural, linguistic and historical connections and activities and projects to strengthen oral and written proficiency. Workshop participants will receive a complimentary copy of the volume. (\$30; pré-inscription obligatoire)

### **W104: Réussir une classe inversée**

*Intervenante: Erin Gibbons, Barrington High School (IL)*

Allons à la rencontre de nos élèves là où ils sont: sur Internet! Vous vous intéressez à l'idée d'une classe inversée mais quelque chose vous bloque? Venez apprendre les "pourquoi" et les "comment" d'une professeur expérimentée dans cette approche. Des outils et des stratégies pratiques y seront présentés qui s'adapteront facilement dans n'importe quel cours. Elle vous mènera étape par étape dans la création d'une démarche pédagogique inversée qui vous conviendra. Vous profiterez au maximum de cet atelier en apportant votre appareil numérique. (\$30; pré-inscription obligatoire)

### **W105: Thinking About Syncing? Technology Tools for Listening and Speaking**

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

This AATF Technology Commission interactive workshop will guide participants through easy-to-use and free technology tools that can be used at any level to foster meaningful and authentic language learning in all three modes of communication. Participants will consider, share and develop thematic units that integrate content, pedagogical knowledge, and technology using an ACTFL-created unit template. Working from the perspectives of the supporting ACTFL and Common Core Standards and AP themes through thoughtful integration of technology, participants will engage in an investigation of Web and mobile tools using the TPACK and SAMR technology integration models. (\$30; pré-inscription obligatoire)

### **W106: Advocating for French**

*Intervenants: Jayne Abrate, AATF; Bill Rivers, JNCL*

The speakers will present scenarios and strategies for defending the study of French and foreign languages at the local, state, and national levels. Teachers must not only work to preserve existing programs but to support foreign language study in general and to create a political and economic climate which supports the study of multiple languages. (\$30; pré-inscription obligatoire)

## ACADEMIC CREDIT FOR THE 2016 CONVENTION IN AUSTIN

The AATF is pleased to be able to offer 2016 Austin Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in St. Louis. The cost for one hour of graduate credit is \$180. (This fee covers only the cost of credit; participants must still register for the convention.) Below is the preliminary syllabus. Participants must preregister so that paperwork can be completed and staff can get an idea of the number of people interested.

### **PRELIMINARY SYLLABUS**

College Graduate Credit (one credit hour)

- Participants should plan to register for and attend the entire conference beginning Sunday, July 3 and concluding on Wednesday, July 6.
- Participants must log a minimum of 15 hours of attendance at sessions.

During the convention:

- Participants will attend the opening plenary session on Sunday, July 2.
- Participants may select from one of the following strands and attend related sessions scheduled throughout the convention or they may create their own theme-based plan.
  - French and Francophone Cultures
  - Literature and Teaching Literature
  - Language Learning
  - Teaching Techniques
  - Language Policy and Promotion

After the convention:

- Each participant will present a written summary of the conference which includes the following:
  - (1) A summary and critique of each session attended;
  - (2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work; and
  - (3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by September 15, 2016.

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

## A SAMPLING OF THE MANY SESSIONS OFFERED IN AUSTIN

The following titles provide a representative sampling of the sessions that will be offered at the 89<sup>th</sup> AATF Convention in Austin, Texas, to be held at the Hilton Hotel. (See page 19 for a list of the three-hour workshops.) In addition, there will be numerous exhibitor and commission sessions, sessions on the *Grand Concours* and *Société Honoraire de Français*, as well as guest sessions by local speakers. Please note that many of the sessions fit in multiple categories.

All information on registration and excursions is now posted on the AATF Web site at [www.frenchteachers.org/convention]. Excursions and activities are described on pages 1-2 and the registration form can be found on pages 21-22.

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

### Liste provisoire de sessions

#### Promotion et défense du français

Planning and Implementing a Beginner's French Club  
Your Future is Now!  
Forget About French?  
A Snapshot of Post-Secondary Enrollments in French  
The Commission on Language Learning: Its Import for French in the U.S.  
French—Your Career Differentiator  
La Semaine du français: stratégies pour dynamiser vos démarches  
En avant la promotion du français  
Boosting K-16 Enrollment IS Mission Possible!  
Handling the Higher Education Crisis in French

#### Cinéma

Political Cinema: The Case of Agnès Varda's *Le Bonheur*

#### Francophonie

La Guadeloupe: Que Scay-Je?  
Service Learning in Haiti: Learning by Serving  
La Vie est Belge  
Découvrez le nord du Québec.

#### Techniques d'enseignement

Renew Your Teaching by Creating Your Own Thematic-Based Units  
Teaching Elementary French Through the Lens of Social Justice  
Assessment Strategies and Vocabulary Retention  
Une Approche dynamique à la conversation en cours  
Mieux enseigner le vocabulaire au niveau avancé  
Engaging Students with French Through Experiential Learning  
Opportunities  
Pédagogisation de la bande dessinée dans l'apprentissage du FLE  
Creating Literary Works in Louisiana French  
Conquérir l'examen AP: de nouveaux outils, activités, rubriques et ressources  
Literature in a communicative mode  
Students Using French: Community Engagement with Recent Francophone Immigrants  
AP French Strategies from the Wrong Side of the Tracks  
Engaging Students With Homework  
Accessing Language Students' Identities  
A New, Common Sense Approach To Teaching And Learning French Vocabulary  
Integrating Symbolic Competence into the French Curriculum  
Tell Me a Tale—It's Part of Our Culture!

Warnings, Warnings, Warnings: How Much is Enough?  
A Thematic Approach to French Civilization Courses  
L'Exploitation du texte littéraire en classe de FLE  
How to Teach 21<sup>st</sup>-Century Competencies through the Study of French and Francophone Literature  
*Relooquez et racontez!* Grammar and Vocabulary Through Story-telling

#### Culture et histoire

Quand le Québec dit bonjour au country  
Vous connaissez la chanson?  
Teaching Multicultural France: Historical Constants and New Challenges  
De la pop culture aux attaques terroristes: l'éducation aux médias en classe de français langue étrangère  
Le Grand Paris ou les nouvelles frontières de l'urbanisme parisien  
Mobilisation de l'Éducation nationale suite aux attentats de 2015 en France  
Les Tapisseries de La Dame à la licorne  
Ressources pédagogiques pour enseigner la Francophonie des Amériques  
Bringing the French Cathedral into Your Classroom  
A French Enclave in the Panhandle of Texas: The Nineteenth-Century French Immigrant Communities  
*Qu'est-ce que c'est que l'impressionnisme et comment décrire une peinture impressionniste?* Prepare Your Students to "Visit" an Impressionist Museum  
En avant, mais sans oublier  
The American Soldier in World War I France: Legacy and Service a Hundred Years Later

#### Linguistique

Introduction to Louisiana French: A Pilot Study  
Acting French in Our English-Speaking Environment  
La Liaison ou l'enchaînement?

#### Technologie

Origines, famille et identité: L'Exploitation des unités thématiques avec le webdocumentaire Photo de classe  
La France en mouvement: proposition de cours en ligne de formation continue sur la France contemporaine  
*À l'écoute!* Building Your Own On-line Language Lab  
Teaching New Media in French Language Classes  
La Twittérature et les micro-récits comme outil pédagogique  
Making Global Connections and Collaborating on Tech Integrated French Projects

#### Littérature

Enseigner la Première Guerre mondiale à travers un roman et un album: *Le Der des ders*  
Les Imaginaires sociaux et la littérature antillaise: Enseigner un concept philosophique  
How to Make Descartes Matter to Students  
Surrealism Revisited  
Exploring Today's France and the French-Speaking World: Identity, Place, Literature, and Popular Culture  
Balade littéraire à la Rochelle  
*Meursault, contre-enquête—L'Étranger* Revisited  
Honoring Assia Djebar, Francophone Author  
L'Écriture gourmande chez A. B. L. Grimod de La Reynière et Anthelme Brillat-Savarin  
La Course incroyable du Monde francophone  
Early Modern Women and the Internet

# AMERICAN ASSOCIATION OF TEACHERS OF FRENCH 89<sup>th</sup> ANNUAL CONVENTION: AUSTIN, TEXAS, JULY 3-6, 2016

Please print all information.

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

Address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ Zip: \_\_\_\_\_

Country \_\_\_\_\_ Telephone: (home) \_\_\_\_\_ (work) \_\_\_\_\_

Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

## CONVENTION REGISTRATION

The Registration Fee includes registration, refreshments at exhibit breaks, Exhibit Opening Wine and Cheese Reception, *dictée*, and a *mallette du congrès*. Early-Bird Pre-Registration will be accepted if postmarked by **May 15, 2016**. After this date, higher registration fees will apply. Registration is also available on-line.

- Early-Bird Pre-Registration fee (if postmarked by **May 15, 2016**) \$250 \_\_\_\_\_
- Regular Registration (if postmarked between **May 16 and June 15, 2016**) \$325 \_\_\_\_\_
- Full Registration (includes Welcome Luncheon, Awards Banquet, Workshop) \$350 \_\_\_\_\_  
If you sign up for Full Registration, pick one workshop listed below.
- Late or on-site registration fee (after **June 15, 2016**) \$375 \_\_\_\_\_
- Emeritus/Life/Honorary registration \$125 \_\_\_\_\_  
(must be an Emeritus/Life/Honorary AATF member)
- Student registration (must be an AATF Student member) \$125 \_\_\_\_\_
- Friend/Guest of AATF member (must not be a French teacher) \$125 \_\_\_\_\_

Please provide name of friend/guest(s) \_\_\_\_\_

- 2016 Membership in AATF (required if you are not already a member for 2016) \$55 \_\_\_\_\_
- 2016 First-time AATF membership (if you have never been an AATF member) 0-included in \_\_\_\_\_  
(This offer is good only on pre-registration. It will not apply on-site.) registration

SUB-TOTAL REGISTRATION FEES: \_\_\_\_\_

## WORKSHOPS

Descriptions of the workshops can be found on the AATF Web site and on page 19 in this issue. If you select the Full Registration option above, one workshop is included. Select only one.

Sunday, July 3 (1:30-4:30 p.m.)

- W101: Improving Student Performance on the AP French Language and Culture Exam \$30 \_\_\_\_\_
- W102: *Le Petit Prince* revisité! \$30 \_\_\_\_\_
- W103: AATF Commission on Cinema presents Volume 2 of *Allons au Cinéma* \$30 \_\_\_\_\_
- W104: Réussir une classe inversée \$30 \_\_\_\_\_
- W105: Thinking About Syncing? Technology Tools for Listening and Speaking \$30 \_\_\_\_\_
- W106: Advocating for French \$30 \_\_\_\_\_

SUB-TOTAL WORKSHOP REGISTRATION \_\_\_\_\_

## OPTIONAL ACTIVITIES

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

Academic Credit through Webster University for attending the convention \$175 \_\_\_\_\_  
(one-hour graduate credit, see page 00)

Welcome Luncheon (Sunday, July 3, 12:00-1:30 p.m.) \$55 \_\_\_\_\_

Olive Oil 101 (select your first preference) \$60 \_\_\_\_\_  
\_\_\_\_\_ Monday, July 4 (4 p.m.) \_\_\_\_\_ Tuesday, July 5 (4 p.m.)

French Cheese 101 \$60 \_\_\_\_\_  
\_\_\_\_\_ Monday, July 4 (4 p.m.) \_\_\_\_\_ Tuesday, July 5 (4 p.m.)

Awards Banquet (Tuesday, July 5, 7-9 p.m.) \$75 \_\_\_\_\_

Post-convention excursion (Wednesday, July 6, dép. 1:30 p.m.) \$50 \_\_\_\_\_

SUB-TOTAL OPTIONAL ACTIVITIES \_\_\_\_\_

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

TOTAL PAYMENT DUE: \_\_\_\_\_

\_\_\_\_\_ This is my first AATF convention.

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

\_\_\_\_\_ I am a speaker.

\_\_\_\_\_ I am a participant in the Leadership Program.

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

CARD NO. \_\_\_\_\_ EXP. DATE \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

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

You may also register on our on-line store. **REFUND POLICY:** Requests for refunds must reach National Headquarters no later than June 30, 2016. A \$50 fee will be assessed to cover administrative costs. NO refunds after June 30, 2016.

Mail to: AATF, 302 N. Granite St., Marion, IL 62959-2346; fax: (815) 310-5754; e-mail: [aatf@frenchteachers.org].

# BRIDGES FOR ENGAGEMENT

## THE UNIVERSITY OF MEMPHIS LANGUAGE FAIR

On April 2, 2016, the Department of Foreign Languages and Literatures at the University of Memphis hosted its 25<sup>th</sup> annual Language Fair. The event, first held in 1992, provides high school students in the Memphis metropolitan area with the opportunity to showcase their talents related to the study of a foreign language, and to interact with students from other schools who share similar interests. The Fair is held on a Saturday in late March or early April in the student center on the campus of the University of Memphis and is the largest annual event on campus targeting high school students. The Foreign Language Fair draws anywhere from 800 to over 1000 students in a given year, and French is very well represented among the six languages, with 25 French teachers and over 300 students competing in French events at the 2015 Fair.

### Purpose

The Language Fair serves three important purposes. First, it allows the department to cultivate and maintain close relations with the foreign language teachers in the region (facilitated by the fact that many of these teachers are our former students). Second, the Fair does serve as a recruitment tool for our institution, exposing high school students to our campus. Being a regional and largely commuter campus, strong connections to the local community are vital for our recruitment efforts. Most important, the Fair provides participants with the opportunity to demonstrate their talents, both linguistic and artistic, in a public and competitive atmosphere, bringing their language learning out of the classroom and into a public forum.

### Organized Activities

Participants in the Language Fair compete in 16 different events. These competitions allow students to highlight a wide variety of skills: artistic (e.g., Crafts, Greeting Cards), performance (Drama, Video), and written (Vocabulary Quiz, Poetry Writing). In addition, participants have the opportunity to compete against their peers individually in events such as Poetry Recitation, or in group events including World Dance. One of the most popular events is the Culture Bowl, a multi-round quiz bowl game where teams compete head-to-head answering questions related to world geography, cultures, language, history, and customs.

Currently the Language Fair offers events in Chinese, French, German, Japanese, Latin, and Spanish, with some

competitions (Folk Dance, Costumes, and Culture Bowl) that are not language-specific. Although some minor modifications have been made over the years, for the most part the list of competitive events has not changed significantly. The language-specific events can be categorized generally in two ways: those divided by level corresponding to the years of language study, and those not in visual and performing arts where there are no divisions. In French, the first category includes drama, poetry recitation, vocabulary quiz, poetry writing, essay writing, and video. In the case of the last three events listed, entries are submitted and judged prior to the day of the Fair. In the artistic categories, there are competitions in art, crafts, greeting cards, posters, projects, and music (both solo and group).

In addition to the competitive events, other opportunities are offered to our visitors over the course of the day of the Fair. We offer 20-25 minute "mini-lessons" in different languages, featuring in particular those taught in the department but not in our local high schools (Arabic, Italian, Portuguese). Invitations are extended to appropriate campus programs to have representation at the event. Regular participants include the Study Abroad office and several of our student language clubs. We also coordinate with the university's recruitment office to provide promotional material about the university to all students and to offer campus tours.

Each year, a theme for the Fair is chosen by a committee that includes faculty from the University of Memphis as well as local educators. In addition to setting the tone for the Fair, the theme also serves as the basis for student submissions for the poster and writing competitions. In celebration of the 25<sup>th</sup> anniversary of the Fair, this year's theme was "25 Years of Bringing the World Together." Recent themes have included "You're connected, now communicate!" (2014), "Polyglots have more fun" (2013), and "Understanding Cultures Unifies People" (2012).

### Hosting the Language Fair and Reaching Out to K-12 teachers

Preparations begin early in the fall semester, months before the event itself. It would not be possible to organize the Fair without the help of all of the faculty and graduate students in the department who assist in preparing materials, manning registration tables, and judging

events, as well as a large number of undergraduate volunteers who help with many logistical items. Excellent organization of the Fair is crucial to its success. Although in past years there has been a director every year (with that position rotating among faculty in the department), as of 2016 there are two co-directors, ensuring greater continuity in the coordination of the event from year to year. Their efforts are seconded by the Language Fair committee, composed of faculty members from the department.

The local teachers themselves play a central role in the success of the Fair. It is teachers who register their students for the Fair and help them prepare for competition. Even though the Fair takes place in late March or early April, teachers at some schools mention that they start preparing for events starting in the fall semester and have internal competitions to identify the *crème de la crème* who will go on to compete in the Fair itself.

The Fair also allows the University to recognize local educators. Each year, nominations are accepted for Teacher of the Year, an award which is given to a secondary school foreign language teacher in the Memphis / Mid-South area. The honoree receives a cash award as well as a plaque recognizing their contributions to foreign language study. The winner is chosen based on the dossier they submit. Criteria for the award include overall teaching success, pedagogical innovativeness, promotion of foreign language study, professional activity, and organization of language-related events at the candidate's institution.

All teachers attending the Fair receive a gift bag filled with culture-specific and general items donated by local businesses and organizations, as well as consultants and textbook companies. Examples of gifts include tote bags, maps, posters, books, pins, music CDs, notepads, and other goodies teachers can use themselves or with their students. Students also enjoy watching their teachers compete for fun in their own Culture Bowl towards the end of the day.

### The Importance of Ceremonial Moments

To add an element of ceremony to the day's activities, there is an official opening before events begin, and an awards ceremony at the conclusion. We have been fortunate to have a university administrator (President, Provost, Dean of Arts and Sciences) present at the opening ceremony to welcome attendees

and we certainly benefit from having the administration see the large number of students coming to campus and the breadth of events offered. At the awards ceremony, individual winners receive medals for first, second, and third place in each competition; teams are awarded trophies engraved for each event. We can honestly say that win or lose, most students leave the Fair with a sense of accomplishment, and teachers have stated that by the following Monday students are already coming to them with ideas for the following year. It is this kind of enthusiasm that makes the Fair so worthwhile.

For more information about the University of Memphis Language Fair, visit [www.memphis.edu/fl/fair/].

Erroll O'Neill  
[emoneill@memphis.edu]  
William Thompson  
[wjthmpsn@memphis.edu]  
University of Memphis

### SHARE YOUR SUCCESS STORY

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

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

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

Margot M. Steinhart  
[m.steinhart@sbcglobal.net]

### 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, 302 N. Granite St., Marion IL 62959

### 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, 302 N. Granite St., Marion IL 62959

### FABLES DE LA FONTAINE TEACHER'S MANUAL

Written to accompany a previous National French Week poster, this guide contains activities based on each of the twelve fables illustrated on the poster. Targets a variety of levels (includes 2 copies of the poster).



\_\_\_\_\_ Manuals x \$20 each

\_\_\_\_\_ Total enclosed

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Tel: \_\_\_\_\_ Mail to: 302 N. Granite St., Marion IL 62959

## FULBRIGHT AWARD OPPORTUNITY

I had the incredible honor to accept the award for a Fulbright Specialist project in Canada at the University of Manitoba from January 3-16, 2016. I worked with faculty and graduate students in the Department of French, Spanish, and Italian in the Faculty of Arts, and education students and faculty in the Faculty of Education from the University of Manitoba and the *Université de St. Boniface*, on the project "Francophone Culture: Literature, Pedagogy and Additional Language Acquisition." Along with assisting with classes on Flaubert, Maupassant, Molière, French-Canadian Civilization, intermediate French grammar, and Francophone female authors, I gave public lectures and participated in community outreach at *l'École St. Avilia*, a French-immersion school. Moreover, I was also able to meet with faculty in the Department of History, the Department of English, Film and Theatre, and the National Centre for Truth and Reconciliation [<http://umanitoba.ca/nctr>]; at this site and at the centre, one will find a vast collection of documents, oral history and other records that detail the systematic and intentional attempt to assimilate the Aboriginal peoples of Canada).

Select highlights from this amazing experience were:

January 4: *Ici Radio-Canada* interview with Geneviève Murchison. Ms. Murchison is the host of the program *Radio-Réveil* (weekdays from 6:00 to 9:00 a.m.).

January 6: My guest appearance at *l'École St. Avilia*, a French immersion school, accompanied by Dr. David Watt, Director of the Institute for the Humanities at the University of Manitoba. I really enjoyed seeing the children in action in an immersion environment. I also liked hearing directly from the children how they like attending an immersion school (Grades 5 and 6) and learned that the hardest thing for them in attending an immersion school is that their Anglophone parents could not help them with their homework. For the presentation on Maurice Richard/Roch Carrier's *Le Chandail*, approximately 45 minutes was the perfect amount of time to work with the younger children (Grades 3 and 4). This group surprised me when they said that Bobby Orr was their favorite hockey player (although a few admitted to liking Wayne Gretzky, not a single one mentioned Sidney Crosby).

January 7: My Public Research Talk at the Institute for the Humanities at the University of Manitoba—"A Little Known History of Discrimination in New

England: The Ku Klux Klan Attacks on Franco-Americans in the first half of the 20<sup>th</sup> century."

January 8: Meeting and lunch with graduate student Patti Germann to discuss her research on Marguerite Duras and Alain Resnais and how my background with the French New Novel and film, specifically how Duras' work is representative of autofiction, could be of assistance to her.

January 11: Interview with "Jimchab" at Envol 91. Web site: [[www.envol91.mb.ca/](http://www.envol91.mb.ca/)].

January 12: Krystyna Baranowski's EDUB 3426 *L'enseignement du Français aux niveaux intermédiaire et de la jeune enfance*. These graduate students in education shared with me their goals of becoming teachers in immersion programs and how their student-teaching placements were going. Their fields ranged from physical education to biology to art. Each semester over the course of four semesters, each student has to do a five-week placement. They enjoyed hearing about my research on Pawpaw French and Cajun French.

January 13: Meeting with Mario Audino, Acting Executive Director of the Caboto Centre, the Italian-Canadian Cultural Centre of Manitoba.

January 14: My presentation, "Une Histoire peu connue de la discrimination en Nouvelle-Angleterre: Les Attaques du Ku Klux Klan sur les Franco-Américains lors de la première moitié du 20<sup>ème</sup> siècle," at *l'Université de Saint-Boniface*. I was hosted within the Manitoba chapter of the ACFAS presentations. ACFAS is the Canadian Francophone Association for Research and Knowledge. The ACFAS meeting is open to all disciplines, and I was invited to speak for approximately 45 minutes followed by questions. Immediately after presentation, I was interviewed by Samuel Leblanc, journalism intern with *La Liberté*.

As a Fulbright Specialist, I am one of more than 400 U.S. faculty and professionals who will travel abroad this year through the Fulbright Specialist Program. The Fulbright Specialist Program, created in 2000 to complement the traditional Fulbright Scholar Program, provides short-term academic opportunities (two to six weeks) to prominent U.S. faculty and professionals to support curricular and faculty development and institutional planning at post-secondary, academic institutions around the world.

The Fulbright Program, America's flagship international educational exchange

activity, is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs. Over its 60 years of existence, thousands of U.S. faculty and professionals have taught, studied or conducted research abroad, and thousands of their counterparts from other countries have engaged in similar activities in the United States. More than 285,000 emerging leaders in their professional fields have received Fulbright awards, including individuals who later became heads of government, Nobel Prize winners, and leaders in education, business, journalism, the arts and other fields.

Recipients of Fulbright Scholar awards are selected on the basis of academic or professional achievement. Among thousands of prominent Fulbright Scholar alumni are Milton Friedman, Nobel Prize-winning economist; Alan Leshner, CEO of the American Association for the Advancement of Science (AAAS); Rita Dove, Pulitzer Prize-winning poet and Craig Barrett, chairman of the board of Intel Corporation. Distinguished Fulbright Specialist participants include Mahmoud Ayoub, professor of religion at Temple University; Heidi Hartmann, president and CEO, Institute for Women's Policy Research; Percy R. Luney, Jr., dean and professor, College of Law, Florida A&M University; and Emily Vargas-Barone, founder and executive director of the RISE Institute.

For those AATF members interested in applying to be on the Fulbright Specialist Roster, information can be found at the Fulbright Specialist Program's Web site [[www.cies.org/program/fulbright-specialist-program](http://www.cies.org/program/fulbright-specialist-program)]. Shereen Ali, Program Coordinator for the Fulbright Specialist Program, provides the following details: "The Fulbright Specialist Program is open to U.S. scholars and professionals in 24 eligible disciplines. The list of the eligible disciplines and specializations can be found at [[www.cies.org/programs-us-scholars-specialist-apply-join-specialist-roster/eligible-disciplines-and](http://www.cies.org/programs-us-scholars-specialist-apply-join-specialist-roster/eligible-disciplines-and)]. Minimum requirements to apply for Roster candidacy include:

- U.S. citizenship at the time of application
- Ph.D. or other terminal degree in the field of application for applicants in academe
- Five years or more of post-doctoral teaching or professional experience
- For professionals outside academe: significant professional accom-

ishments and recognition in the discipline

A full description of Roster eligibility criteria can be found at [[www.cies.org/programs-us-scholars-specialist/specialist-eligibility](http://www.cies.org/programs-us-scholars-specialist/specialist-eligibility)].

Qualified U.S. applicants apply for admission to the Fulbright Specialist Program roster. Applicants recommended by independent discipline peer review committees and approved by the J. William Fulbright Foreign Scholarship Board (FFSB) may become roster candidates for (up to two) Fulbright Specialist awards (of two to six weeks in duration) and remain on the roster for five years. Specialist candidates may then be matched with approved project requests developed by higher education institutions overseas. Neither roster applicants nor candidates are required to reside in the United States in order to be approved or accepted for the roster, but must be residing in the U.S. in order to receive a grant and must intend to return to the U.S. after the grant's completion.

For Roster suitability, the applicant's discipline selection must match their academic and professional credentials. The review committee for the referenced discipline panel will evaluate the applicant's expertise and substantial accomplishments, making their decision based on the program goals, eligibility and review criteria. This includes assessing:

1. Scholarship, recognition and leadership in the discipline;
2. Contributions within and to the advancement of the discipline;
3. Ability to teach pedagogy of the discipline/specialization and complete the demonstrated activities (checked off on your application) at universities and/or specialized institutions whose goals include education-focused programming, the expansion of partnerships between universities and specialized institutions, or the promotion of international and cross-institutional cooperation in higher education related initiatives;
4. Cross-cultural communication/adjustment skills and the feasibility to successfully complete a short-term grant opportunity under unique situations and expectations.

The application is a pivotal aspect of the process. For competitive consideration, applicants should draft the application to relay one's interests considering the broad scope and nature of the program and not solely based on a potential project in a specific country. It is helpful

to review the sections below during the submission process.

Roster Application Process Overview [[www.cies.org/programs-us-scholars-specialist/apply-join-specialist-roster](http://www.cies.org/programs-us-scholars-specialist/apply-join-specialist-roster)].

Tips for Submitted a Successful Application [[www.cies.org/programs-us-scholars-specialist/tips-submitting-successful-roster-application](http://www.cies.org/programs-us-scholars-specialist/tips-submitting-successful-roster-application)].

CV Guide [[www.cies.org/sites/default/files/documents/CV-Guide.pdf](http://www.cies.org/sites/default/files/documents/CV-Guide.pdf)].

Applications are accepted on a rolling basis and peer review of applications is conducted six times per year. Review cycle and notification dates can be found at [[www.cies.org/fulbright-specialist-program-peer-review-process](http://www.cies.org/fulbright-specialist-program-peer-review-process)]. The entire application process takes place on line. Eligible applicants must first register for a user ID and password. Please visit [[www.cies.org/fulbright-specialist-program-startcontinue-roster-application](http://www.cies.org/fulbright-specialist-program-startcontinue-roster-application)] to begin the registration process. The application does not need to be completed in a single session.

For application deadlines, please visit [[www.cies.org/program/fulbright-specialist-program](http://www.cies.org/program/fulbright-specialist-program)] and click on the 'Timeline' tab.

Following the submission of the Roster application, there are three additional program steps that must occur in the administration of Fulbright Specialist grants:

1. The Roster application and merit peer review process for U.S. academics and professionals managed by CIES.
2. The project request submission/approval process for host institutions overseas managed by the local Fulbright organization (which is either a Fulbright commission or the Public Affairs Office of the local U.S. embassy). A summary of the project development process can be found at <http://www.cies.org/fulbright-specialist-program-develop-and-submit-specialist-project-request>.
3. Grants administration of approved projects administered by CIES."

When applying to be on the Fulbright Specialist Roster, I remained in close contact with program staff at the Council for International Exchange of Scholars (CIES) and the Institute of International Education (IIE). I found them to be incredibly supportive and encouraging. Although the application process may seem daunting at first, it is definitely well worth the effort.

Eileen Angelini  
Canisius College (NY)  
[[eileen.angelini@canisius.edu](mailto:eileen.angelini@canisius.edu)]

## Surf the Web

Visit the AATF Web site at [[www.frenchteachers.org](http://www.frenchteachers.org)]  
All the latest information on:

- National French Week
- Société Honoraire de Français
- Jeunes Amis du Français
- *French Review*
- National French Contest

**VISIT THE JNCL WEB SITE**  
[www.languagepolicy.org](http://www.languagepolicy.org)

## NOW AVAILABLE ON-LINE PAYMENT

[www.frenchteachers.org](http://www.frenchteachers.org)

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

## SPECIAL NOTICE

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

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

# 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, 302 N. Granite St., Marion, IL 62959; Fax: 815-310-5754. 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 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, 302 N. Granite St., Marion IL 62959

## 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, 302 N. Granite St., Marion IL 62959

## 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 \$12 = Total enclosed \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Tel: \_\_\_\_\_ Mail to: AATF, 302 N. Granite St., Marion IL 62959

## 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 of French;
- be currently enrolled in French;
- have demonstrated commitment to the study of French by participating in extracurricular activities related to French which may include but are not limited to the *Grand Concours*, study abroad, National French Week activities, or French Club, Pi Delta Phi, tutoring;
- be a non-native speaker of French;
- be nominated by an AATF member.

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

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. Address questions to [sra@frenchteachers.org].

### 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)]

## 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 Secretary who can be reached at AATF *Société Honoraire de Français*, 302 N. Granite St., Marion, IL 62959-2346; phone: (607) 821-2120; fax: (815) 310-5754; e-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

## 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 the Secretary SHF, AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: 607-821-2120; fax: (815) 310-5754; e-mail: [shf@frenchteachers.org]. or from the AATF Web site at [www.frenchteachers.org/shf].

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

## CALENDAR OF EVENTS

**ASSOCIATION OF INTERNATIONAL EDUCATORS (NAFSA)**, May 29-June 3, 2016, Denver, CO Information: NAFSA, 1307 New York Avenue, NW, 8<sup>th</sup> Floor, Washington, DC 20005-4701; phone: (202) 737-3699; fax: (202) 737-3657; Web: [www.nafsa.org].

**INTERNATIONAL ASSOCIATION FOR LANGUAGE LEARNING TECHNOLOGY (IALLT)**, June 17-18, 2016, Concordia College, Moorhead, MN. Information: Web: [www.iallt.org].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH (AATF)**, July 3-6, 2016, Austin, TX. Information: AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: (815) 310-0490; fax: (815) 310-5754; Web: [www.frenchteachers.org].

**NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL) SUMMER INSTITUTE**, July 15-17, 2016, Louisville, KY. Information: Web: [www.nnell.org].

**CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION (CARLA), SIXTH INTERNATIONAL CONFERENCE ON IMMERSION AND DUAL LANGUAGE EDUCATION**, October 20-22, 2016, Minneapolis, MN. Information: CARLA, phone: (612) 626-8600; e-mail: [carla@umn.edu]; Web: [www.carla.umn.edu]; Facebook: [www.facebook.com/carla.umn].

**AMERICAN COUNCIL ON TEACHING FOREIGN LANGUAGES (ACTFL)**, November 18-20, 2016, Boston, MA. Information: ACTFL, 1001 North Fairfax Street (Suite 200), Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; e-mail: [convention@actfl.org].

**AFRICAN STUDIES ASSOCIATION (ASA)**, November 30-December 4, 2016, Washington, DC. Information: ASA, Rutgers University, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854; phone: (732) 445-1366; Web: [www.africanstudies.org].

**MODERN LANGUAGE ASSOCIATION (MLA)**, January 7-10, 2016, Austin, TX. Information: MLA, 26 Broadway, 3<sup>rd</sup> floor, New York, NY 10004-1789; phone: (646) 576-5000; fax: (646) 458-0030; Web: [www.mla.org].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, February 9-11, 2017, New York, NY. Information: NECTFL, 2400 Main Street, Buffalo, NY 14214; e-mail: [info@nectfl.org]; Web: [www.nectfl.org].

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LAN-**

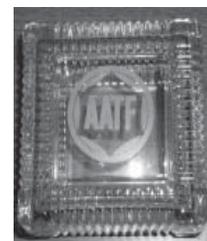
**GUAGES**, March 9-11, 2017, Chicago, IL. Information: Patrick T. Raven, Executive Director, CSCTFL, 7141 A Ida Red Road, Egg Harbor, WI 54209; phone: (414) 405-4645; fax: (920) 868-1682; e-mail: [csctfl@aol.com]; Web: [www.csctfl.org].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING**, March 16-18, 2017, Orlando, FL. Information: David Jahnes, Executive Director, P.O. Box 33615, Decatur, GA 30033; phone: (404) 290-1942; Web: [www.scolt.org].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH (AATF)**, July 16-19, 2017, St. Louis (MO). Information: AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: (815) 310-0490; fax: (815) 310-5754; Web: [www.frenchteachers.org].

### AATF GLASS DISH

The AATF now has available a limited number of glass candy dishes (4" x 2") with the AATF logo engraved on the lid. These dishes make perfect gifts for students and colleagues. \$12 cost includes shipping and handling. To order, contact National Headquarters at AATF, AATF, 302 N. Granite St., Marion, IL 62959.



### NEW AATF HEADQUARTERS CONTACT INFORMATION

Our new address is  
302 North Granite Street  
Marion, IL 62959  
Phone: 815-310-0490  
Fax: 815-310-5754  
Mail that is sent to the Southern Illinois University address will be significantly delayed. In addition, the P.O. Box will be active through fall 2016.

### AUSTIN, TEXAS CONVENTION

July 3-6, 2016

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.

**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).

## 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)

**Fleur-de-Lys Medallion,** 1-in. silver, laurel wreath border with raised fleur-de-lys. \$7.50 each or 3 for \$18 (\$10 each or 3 for \$21).

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

## OTHER MATERIALS

**Integrating Children's Literature into the Middle School Classroom,** edited by Janel Lafond-Paquin. From the AATF Press. (142 pp) \$25 (nonmembers \$40).

**Allons au cinéma: Promoting French Through Film,** edited by Dolliann Hurtig and Joyce Beckwith. From the AATF Press. \$25 (nonmembers \$40)

**Étudiants sans frontières: Concepts and Models for Service-Learning in French, Vol. 1,** edited by Jacqueline Thomas. First publication from the AATF Press (190 pp.) \$25.

**Integrating Service-Learning and Volunteering Opportunities, Vol. 2.** Ada Giusti. AATF Press \$25. Both volumes \$40.

**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, 302 N. Granite St., Marion IL 62959-2346; [aatf@frenchteachers.org]. Prices valid through 6/30/16.

# FAREWELL FROM THE EDITOR

April 2016

Dear Colleagues,

It is with mixed feelings that I write these last words for the *AATF National Bulletin*. I was appointed editor in November 1983, and began my editorship with the January 1984 issue. The charge I was given was not terribly clear to me at the time except to make it a more professional publication. Over the thirty-two plus years of my editorship that is what I have always tried to do and can only hope that you agree that I have been at least partially successful in my attempts. The *National Bulletin* has changed in its physical appearance, in its content, in the number of pages and, I hope, in its professional approach.

As editor I have always tried to be aware of what you, the membership, are interested in learning or hearing. If I have been successful, it has been because of you and your comments and reactions to the publication over the years. It is, after all, the principal line of communication between you and the Executive Council of the AATF and without your thoughts and concerns it would not provide that link between you, the membership, and the administrators. I am certain that the new editor who will take over the reins of the publication with the September 2016 issue will be anxious to hear from you in order to better serve your needs. Send her or him your Chapter News, your articles, your personal news of honors and special activities that you have undertaken for the AATF.

I shall certainly miss producing the *National Bulletin* and will miss in particular the lines of communication with all of you that have been established over the many years. Some of you I have met in person and cherish those contacts. Others, I know only by name but still find those contacts very dear to me. I shall certainly miss them. I shall miss the contact with the classroom that I have been able to maintain despite my retirement from active teaching some time ago. Reading the articles you send me has kept me, at least in my mind, in the classroom and that has kept me young.

The most important part of working on the *National Bulletin* has been about change. Change just for the sake

of change is useless. However, change that helps us keep up with the times, that helps move us forward as individuals is both challenging and invigorating. It keeps us and the AATF alive and progressive. It keeps our teaching of the French language and its Culture/culture fresh and alive for our students. I am certain that it is also time for the *National Bulletin* to experience change which a new editor can bring.

I want to thank a number of people for their support over the

so pleasant had it not been for them both. It is impossible to express to them how much they both mean to me.

I want to thank all the past Presidents of the AATF during these thirty-two years for their support and confidence in me. Again, it was always a pleasure to work with them and to learn from their years of experience as teachers dedicated to the cause of French. They are too many to list.

Also, I want to thank all those who have served as members of the Executive Council of the AATF during these years. You have all been very special friends and colleagues to me and I shall never forget you. You are too numerous to begin to list here.

Finally, I want to thank the following AATF members

who have served as my special readers over the years. Their task

was to read unsolicited articles that I would receive from the membership. I did not want to accept or reject anyone's article based on my sole judgement. Whenever possible these readers would make suggestions that would improve a less than good article so that we could tell the author that we would print it. Their efforts have gone unrecognized over the years and so I wish to recognize them now, in no particular order: Mathé Allain, LA; Phyllis Dragonas, MA; Arlene Malinowski, NC; Judith Muyskens, KY; Josiane Leclerc Riboni, OH; Susan Redd, WA; Frances Bartkowski, CT; Gisèle Lorient-Raymer, KY; Art N. Burnah, UT; Thérèse C. Clarke, NY; Elizabeth Miller, CA; Pierre Sotteau, OH; Pascale Dewey, PA; Isabelle Main, AZ; Samia I. Spencer, AL. I owe them all much gratitude that I should have expressed to them over the years and recognize my own failure to do so. Thank you, all.

*À vous tous, mes collègues en français, je vous remercie de m'avoir soutenue pendant ces trente-deux ans que je vous ai servi en tant que rédactrice du National Bulletin. Au revoir.*

Jane Black Goepper  
Editor, *National Bulletin*  
[jbg@fuse.net]



years. Some of them have left us but should be thanked in memory such as Donald Greenham, Regional Representative of the East Central Region (VI) (as it was called at that time, and now Region V) who suggested to the Executive Council that I should be considered for the editorship of the *National Bulletin* and who was very encouraging and supportive of all my work with the AATF; and Christopher Pinet whom I first met when he was a young professor in Montana and who later became Editor-in-Chief of *The French Review* during which time we established a very close working relationship. The memories of the close friendships that developed with these two colleagues are very precious and they are sorely missed.

I want to thank Fred Jenkins and Jayne Abrate, past and present Executive Directors of the AATF, for their friendship and their support as we worked together over the many years. The job of editor would not have been so interesting nor



AATF National Bulletin (ISSN 0883-6795)  
American Association of Teachers of French  
302 N. Granite St.  
Marrion, IL 62959-2346

Periodicals  
Postage Paid  
Marion, IL  
62959

#### REMINDER: IMPORTANT DEADLINES AND DATES

- May 15 Deadline for pre-registration for the convention in Austin at the Early Bird rate (see page 21-22)
- June 2 Deadline for making hotel reservations at the convention rate (see page 1-2)
- June 15 Deadline for pre-registration for the convention in Austin at a reduced rate (see page 21-22)
- July 1-2 AATF Future Leaders Fellowship Program (see January issue)
- July 3-6 AATF Convention in Austin, TX (see page 1-2)
- August 1 Deadline for submissions for the September *National Bulletin*
- November 4-10 National French Week (see September issue)
- November 15 Deadline for National French Week Poster and Essay Contests (page 11)
- December 15 Deadline for submission of proposals for the 2017 AATF Convention in Saint Louis (see September issue)

#### MARK YOUR CALENDAR! JOIN US IN

#### AUSTIN, TX IN 2016!

Attend the 89<sup>th</sup> annual AATF convention as we meet in Austin, TX. Join more than 500 colleagues from across the U.S. as we celebrate the French language and all its cultures.

# CELEBRATE NATIONAL FRENCH WEEK

## NOVEMBER 4-10, 2016

