

# NATIONAL BULLETIN

Volume 42, No. 2 November 2016

## ANNOUNCING A NEW AWARD THANKS TO A GENEROUS DONATION

The AATF is pleased to announce the creation of the Rebecca and Jean-Paul Valette AATF Legacy Award. Thanks to a generous donation from the Valettes of \$50,000 to fund this prize, a deserving AATF member will receive a cash award to be used for professional development and program improvement.<sup>1</sup>

This is to be an annual award, made for the first time in 2017, to an AATF member teacher whose program has shown significant and steady growth over the last 3-5 years. The candidate selected will receive a \$3000 cash award, a one-year complimentary membership in the AATF, and a plaque to be presented publicly at the AATF annual convention or at the local event of the candidate's choosing. The funds are intended to be used for professional development as well as improvement of the program.

### Requirements

- The candidate chosen
- must have been teaching at the middle school or high school level in a public or private school for at least 5 years
  - must have been an AATF member for at least 3 consecutive years
  - must demonstrate significant and steady growth in enrollment in his or her French program over the last 3-5 years
  - must submit a CV [1], a statement describing her or her personal philosophy on teaching French (500-800 words) [2], a description of the recruitment strategies used with supporting documentation (flyers, photos, letters, etc.) [3]
  - must submit enrollment figures over the previous 3-5 years and should include comparative figures for other languages and/or other schools in the district or comparable schools [4]



they earned their Ph.D.s, he in economics and she in French literature. Once Jean-Paul had finished his required military service in France, they returned to the U.S. where Rebecca taught first at Wellesley College and then at Boston College where she is now Professor Emeritus. Jean-Paul soon abandoned his early career as a research economist to collaborate with his wife and devote himself full time to the creation of French teaching materials. Today the Valettes are known across the country for their college program *Contacts*, now in its ninth edition, and their popular secondary school programs, *French for Mastery* and *Discovering French*.

The Valettes have been very active professionally. Both were officers of the *Alliance française* of Boston, and Rebecca (continued on page 10)

- must include 2 letters of support: a recommendation from an administrator addressing the growth in enrollment and the candidate's achievements and a letter from a colleague highlighting the candidate's achievements [5]
- Preference will be given to a teacher who is the sole full-time French teacher at his/her school

The five [5] parts of the application should be submitted in pdf format as one document. E-mail this document to [abrate@frenchteachers.org] no later than **March 1, 2017**.

The recipient of this award is encouraged to make a presentation at an AATF convention (or regional or state conference) in the following calendar year and will be asked to submit a report on how the award is used.

### About the Valettes

Rebecca and Jean-Paul Valette met in Paris as she was spending her junior year in France with the Sweet Briar program and he was completing his business degree at HEC (*École des Hautes Études Commerciales*). They married a year later and then moved to Boulder, CO, where

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## FRENCH IMMERSION DAY

On Saturday, March 5, 2016, approximately 146 persons from 28 Chicago-area schools participated in the 8<sup>th</sup> annual *Journée Intensive en Français*, an all-day



French immersion program for high school students. The participants included 113 high school students, 14 French teacher-participants, 19 staff members, and two honored guests, Madame Kerith Iverson, *Attachée aux affaires publiques et gouvernementales de la Délégation du Québec au Midwest*, and Monsieur Vincent Floreani, *Consul de France* in Chicago. Martha Behlow, President of the Chicago/Northern Illinois AATF Chapter, which sponsors the program, was also present. She brought some of her own students as well!

Donna Czarnecki, retired French teacher from Lyons Township High School, directed the program and was assisted by Sylvie Goutas, French professor at Wheaton College. Beth Landers, French professor at Dominican University, was the liaison between the immersion staff and Dominican University which hosted the event. Dr. Landers also played an active part in the day. Teachers from Chicago and its suburbs taught the main classes and assisted with all the various activities. The staff represented not only high school French programs but middle school and university programs as well. Several university French majors from Wheaton College and Dominican University were also given the opportunity to get involved.

The national and local AATF organizations and the *Délégation du Québec au Midwest* sponsored and supported this effort with monetary grants. In addition,

the *Alliance française du North Shore* gave a generous grant which was used to hire a Senegalese Drumming Group for one of the main afternoon activities.

The French Cultural Service of the Consulate of Chicago and the Chicago/Northern Illinois AATF Chapter helped by donating some of the prizes for those who upheld the pledge to speak only French. Everyone had pledged to speak only French for the entire day—from 7:45 a.m. to 4 p.m.—and everyone received several prizes as they left at the end of the day.

The participants ate a French breakfast

of *chocolat chaud et croissants*, passed through customs, played board games, attended cultural and communicative classes, and sang and danced to the beat of *djembe*, African drums. The Senegalese drummer and singer, Idy Ciss, and his *djembe* players not only entertained the students, but involved them as well in French African song and dance. Students prepared original skits called *situations* and played word games to further communication in French. Two of the cultural classes, “Le Temps des cathédrales” and “La Joconde, moi!” centered on the culture of the Francophone world, specifically art and architecture, and the others, “Le Mystère en mer” and “Mon/ma Coloc Idéal(e),” communication. All



of these classes and activities helped the participants attain the program’s and their personal goals of furthering their competence in French and of enhancing their knowledge of many of the facets of French and Francophone cultures.

(continued on page 22)

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

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

# MESSAGE DE LA PRÉSIDENTE

## “LE PLUS BEAU CONFLUENT DU MONDE”

Enseignant au Collège des Jésuites de Québec, “historien de la Nouvelle France,”<sup>1</sup> prêtre jésuite, observateur et voyageur invétéré, Pierre-François-Xavier de Charlevoix est connu non seulement pour son ouvrage *La Vie de la Mère Marie de l’Incarnation* (1724) mais aussi pour ses observations sur le Japon, Saint-Domingue et surtout sa mission en Nouvelle France, où l’avait dépêché le Régent Philippe d’Orléans en 1720 avec pour but d’“aller dans les principaux postes de l’Amérique Septentrionale faire des enquêtes touchant la Mer de l’Ouest.”<sup>2</sup> Du fleuve Saint-Laurent, Charlevoix passera par les Grands Lacs jusqu’au poste de Michilimackinac, longera le lac Michigan (la petite ville de Charlevoix dans le Michigan porte d’ailleurs son nom) pour finir dans la rivière des Illinois jusqu’au Mississippi et finalement son embouchure, tout ceci en canoë et au moyen de pirogues. La Mer de l’Ouest, elle, allait s’avérer introuvable.

Des explorations du père Charlevoix en Amérique du Nord il nous reste une

par la France à l’ouest du Mississippi, sa description de cet endroit unique au monde, du confluent, interpelle encore l’Amérique. L’historique du parc *Edward “Ted” and Pat Jones-Confluence Point State Park*, dans l’état du Missouri, reprend la belle expression de Charlevoix à la vue de ce site impressionnant.<sup>3</sup> “[À]près avoir fait cinq lieux sur le Mississippi nous arrivâmes à l’embouchure du Missouri, laquelle est Nord Nord-Est & Sud Sud-Est. C’est le plus beau confluent, qu’on voit dans le Monde,” écrit en effet le père Charlevoix dans le troisième tome de son *Histoire de la Nouvelle France*, “les deux Rivières sont à peu près de la même largeur (...); mais le Missouri est beaucoup plus rapide, & il paraît entrer en conquérant dans le Mississippi, au travers duquel il porte ses eaux blanches, sans les mêler, jusqu’à l’autre bord: ensuite il lui communique cette couleur, que l’autre ne perd plus, & l’entraîne avec précipitation, jusqu’à la Mer.”<sup>4</sup>

“Le plus beau confluent du monde”  
—C’est à dessein que j’ai choisi cette



le contexte de notre enseignement et de notre mission en tant qu’enseignants de français. À travers ce titre, “Le Français dans une perspective globale: ‘The Finest Confluence in the World,’” j’aimerais plus que jamais vous encourager à pousser vos élèves et à diriger votre enseignement vers les confluent, à les explorer, à les découvrir, et à cultiver les points de rencontre. Privilégions l’apprentissage en contexte, la transdisciplinarité qui permet de mieux appréhender la complexité de notre monde. Cultivons les collaborations avec nos collègues et d’autres disciplines.

Que l’étude du français soit pour de bon le Missouri dans le courant du

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### *Que l’étude du français soit pour de bon le Missouri dans le courant du Mississippi de la vie et des connaissances.*

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importante *Histoire et description générale de la Nouvelle France, avec le Journal historique d’un voyage fait par ordre du roi dans l’Amérique septentrionale*, qui servira d’inspiration à François René de Chateaubriand pour ses ouvrages *Atala, Natchez*, ainsi que ses *Voyages en Amérique et en Italie*. En trois tomes publiés à Paris en 1744, *l’Histoire (...) de la Nouvelle France* est garnie de planches de botaniques, de cartes, mais surtout de récits sur la culture amérindienne, de récits de rencontres et de lettres formant un journal de voyage, que vous pouvez consulter sur Gallica, la collection numérique de la Bibliothèque Nationale de France. Et à travers ces écrits nous retenons un parcours extraordinaire d’explorations avec compas et crayon en main, de rencontres, de surprises et d’éblouissements géographiques mais aussi un œil aguerrri et une attention particulière aux beautés de la nature.

La vue du grand carrefour des Amériques où le fleuve Missouri se jette dans le fleuve du Mississippi, et d’où partiront Lewis et Clark pour leur expédition, marquera à jamais le père Charlevoix. À elle seule symbolique de l’empreinte laissée

citation comme thème officiel pour le congrès annuel de l’AATF en 2017, qui se déroulera dans la belle ville de Saint-Louis, dans le Missouri. Dans le prolongement de Chicago, où nous étions en 2012, nous serons les hôtes d’une région des États-Unis très fortement marquée de la présence française, et lui rendant souvent hommage dans ses commémorations historiques honorant la fibre francophone de son identité. Je vous invite donc dès maintenant à suivre les pas de Charlevoix, de Joliet, de Marquette, mais aussi des Laclède, Chouteau, Rozier, Vallé, Cabet et de tous les francophones venus s’installer dans cette région et y ayant laissé leur empreinte. Venez découvrir le confluent unique et cette région imprégnée de francophonie au fil des siècles. Renouvelez donc votre inscription à notre organisation professionnelle, et prévoyez de venir au congrès de l’AATF, qui se tiendra à Saint-Louis du 16 au 19 juillet 2017. Ou bien proposez de faire un présentation et de partager vos connaissances et votre expérience [www.frenchteachers.org].

Mais cette citation est aussi particulièrement importante à mes yeux dans

Mississippi de la vie et des connaissances. Nos étudiants d’aujourd’hui veulent combiner plusieurs disciplines dans leurs études universitaires, d’ailleurs souvent au profit des langues étrangères, comme l’a montré l’étude du *Curb Center* sur les *double majors*.<sup>5</sup> Ils se perçoivent eux-mêmes comme ayant de multiples facettes, qu’il s’agisse de leur personnalité ou de leurs intérêts intellectuels et artistiques. Continuons à les encourager dans ce sens. Les employeurs, quant à eux, privilégient désormais la maîtrise d’une discipline dans un contexte plus complet, équilibré, privilégiant l’agilité, la flexibilité et la capacité d’adaptation au moyen de connaissances transdisciplinaires. C’est ce que l’on appelle le modèle T.<sup>6</sup> Un chercheur d’emploi formé sur le modèle T présente un avantage sur le marché du travail. Le modèle T est à la fois profond et étendu dans ses compétences et talents. Il ajoute à des connaissances approfondies dans un sujet la capacité à résoudre les problèmes et à communiquer efficacement, à comprendre l’autre. Une langue étrangère comme le français s’avère donc un grand atout dans ce

contexte et dans une perspective globale, ne cessons pas de le répéter!  
Catherine Daniélou

*Catherine Daniélou*

Présidente  
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**Notes**

- 1 Emmanuel Bouchard, "Le Journal de Charlevoix: un regard sur Québec en 1720," *Québec français* 151 (2008) 24.
- 2 Pierre Berthiaume, ed, "Introduction," in *Charlevoix, Journal d'un Voyage I* (Montréal: Presses de l'Université de Montréal, 1994) 8.  
[https://mostateparks.com/page/55079/preamble].
- 3 *Histoire et description générale de la Nouvelle France, avec le Journal historique d'un voyage fait par ordre du roi dans l'Amérique septentrionale* (Paris: Nyon, 1744) III : 392.
- 5 Richard N. Pitt and Steven Tepper, "Double Majors. Influences, Identities & Impact," *The Curb Center*, Vanderbilt University, September 2012. (Disponible en ligne)
- 6 Voir les documents présentés par le *Collegiate Employment Research Institute* de Michigan State University [www.ceri.msu.edu] et l'image présentée par Jim Spohrer de IBM Labs, [www.ceri.msu.edu/wp-content/uploads/2010/07/TshapedProfile.pdf].

## 2017 SUMMER SCHOLARSHIPS FOR HIGH SCHOOL AND COLLEGE FRENCH STUDENTS

The American Society of the French Academic Palms (ASFAP), composed of members who have been awarded the Academic Palms by the French Ministry of Education, will bestow two student scholarships to be used for a four-week (minimum) study program in a French-speaking country during summer 2017. Each scholarship of \$4000 may be used to cover travel and program costs in a French program that the recipient selects. The deadline for completed applications to be received is **January 15, 2017**.

To qualify, the student must be a junior or senior enrolled in an advanced-level high school French program or a sophomore or junior with a French major (preferred) or a French minor at a post-secondary institution. Since the application must be endorsed by a member of ASFAP before its submission, teachers and applicants who need a reference should request this information early. Applications and information about obtaining an endorsement by a member of ASFAP will be sent electronically upon request. Please contact ASFAP Scholarship Chair Joyce Beckwith at [mmejoyb@aol.com] or consult our Web site at [www.frenchacademicpalms.org/scholarships.html].

## CINEMA COMMISSION NOW ACCEPTING PROPOSALS FOR VOLUME III

Building on the success of Volumes 1 and 2 of *Allons au Cinéma: Promoting French through Films*, the Co-Chairs of the AATF Commission on Cinema, Joyce Beckwith and Dolliann Hurtig, are now accepting proposals for Volume III. The theme of Volume III will be "Immigration, Identité et Nous." If you would like to submit an article for this volume, please e-mail the following information to both Joyce [MmeJoyB@aol.com] and Dolliann [dolly.hurtig@gmail.com]:

- The title and director of the film you have selected
- The date the film came out and the country of origin
- A short synopsis of the film and how it reflects the theme of Volume III
- A two or three-sentence personal reflection on why you chose this film

All submissions must be received by **January 15, 2017**. The Co-Chairs will notify those who sent in submissions no later than March 1, 2017 as to the status of their proposal. If accepted, contributing authors will receive a template of our *fiche pédagogique* which they will be asked to follow, along with a timeline for first drafts. Francophone films for all levels will be considered. *Bonne chance à tous!*

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I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

J'espère que la fin du semestre d'automne se présente bien pour vous et vos élèves. En profitant des nouvelles technologies et des médias sociaux, nous cherchons à vous offrir davantage de possibilités de formation professionnelle, de communication et de collaboration. Utilisez ces outils pour profiter des intérêts et des aptitudes de vos élèves.

Les membres de la Commission de l'AATF sur la Technologie, sous la présidence de Catherine Ousselin, continuent à alimenter leur blog [<http://aatftech.blogspot.com>], les pages Facebook et Twitter, la chaîne YouTube [AATFrench] et le site Delicious [[delicious.com/aatfrench](http://delicious.com/aatfrench)] qui vous offre des liens utiles. Suivez ces pages pour recevoir les renseignements les plus courants et des annonces utiles.

La fin de l'année et le printemps sont des moments propices pour la promotion du français. Planifiez dès maintenant plusieurs activités ou événements en préparation aux inscriptions pour l'année prochaine, que ce soit une dégustation dans la cantine de l'école, une chasse au trésor ou tout simplement le posage d'affiches faites par les élèves.

le 15 décembre, et pour y inscrire vos élèves à n'importe quel moment, veuillez bien nous laisser deux semaines pour traiter votre cotisation. Ensuite vous pouvez continuer à inscrire vos élèves jusqu'à la veille du Concours, mais seulement la version électronique. Les élèves peuvent passer le Concours sur un ordinateur, laptop, tablette ou téléphone, pourvu qu'il soit muni d'une connexion Internet.

Si vous avez déjà un chapitre de la Société Honoraire de Français ou des Jeunes Amis du Français, utilisez la cérémonie de fin d'année et les activités pour faire parler du français dans toute l'école. Si vous n'avez pas de chapitre, formez-en un dès maintenant (voir page 7).

Imaginez des projets conjugués avec des professeurs d'autres matières ou d'autres langues. Chaque fois que possible, invitez parents, administrateurs, conseillers et membres de la commission scolaire à observer et surtout à participer.

Recommandez des élèves pour l'*Outstanding Senior in French Award* (un élève ou étudiant par établissement par an; voir page 22) ou l'*Excellence in French Award* (autant d'élèves que vous voulez à n'importe quel niveau (voir page 7). Si possible, faites de la présentation de ces

candidat/e pour ce programme qui aura lieu avant le congrès de Saint-Louis. Les «anciens» des années précédentes sont déjà devenus responsables dans leurs chapitres, présidents de commission ou administrateurs du Grand Concours. Si vous voulez en savoir plus, contactez Janel Lafond-Paquin ✨ à [[madamep51@hotmail.com](mailto:madamep51@hotmail.com)] qui dirigera le programme en 2017. Si vous vous intéressez à participer à ce programme, contactez le/la président/e de votre chapitre de l'AATF.

Dans les pages de ce numéro, vous trouverez des informations sur beaucoup de projets et de programmes qui bénéficieront aux membres de l'AATF et à leurs élèves et étudiants: *FLES\* Poster Contest* (voir page 18), *Outstanding Administrator Award* (voir page 16), *AATF Small Grants* (voir page 16), *Ludwig Excellence in Teaching Awards* (voir page 15) et la *Walter Jensen Scholarship for Study Abroad* (see page 16). Profitez-en.

En faisant vos projets d'été, n'oubliez pas de venir nous rejoindre du 16 au 19 juillet à Saint-Louis. Vous trouverez d'autres renseignements à la page 8 et sur le site de l'AATF au fur et à mesure que nous aurons confirmation des détails.

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## ***Soulignez l'importance du français comme langue commerciale, langue internationale et langue globale.***

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Soulignez l'importance du français comme langue commerciale, langue internationale et langue globale. Assurez-vous que les élèves savent pourquoi il est utile d'apprendre le français pour qu'ils puissent convaincre leurs parents et servir d'exemple à leurs amis.

Si vous avez besoin d'autres arguments pour convaincre le public que le français est une langue globale du 21<sup>e</sup> siècle, consultez le Wiki et l'*Advocacy Depot* ainsi que la page Facebook de la Commission de l'AATF sur la Défense du Français. Comme vous apprendrez dans les activités et présentations du congrès de Saint-Louis (voir pages 3, 8, le français reste encore la langue de chez nous.

N'oubliez pas d'inscrire vos élèves au Grand Concours qui aura lieu au mois de mars [[www.frenchteachers.org/concours](http://www.frenchteachers.org/concours)]. Cette année le Concours sera administré en ligne avec une deuxième année hybride où vous pouvez choisir la version électronique ou la version papier. Souvenez-vous bien que si vous voulez commander la version papier, il vous faut renouveler votre adhésion à l'AATF avant

prix un événement public et médiatique.

Nous vous demandons de nous aider à identifier ceux qui enseignent le français et à les recruter pour devenir membre de l'AATF. Si vous tombez sur un nom ou une liste de noms, pensez à l'envoyer à [[recruit@frenchteachers.org](mailto:recruit@frenchteachers.org)], même si l'information est partielle. Nous vérifierons le statut de cette personne, ferons des recherches pour trouver une bonne adresse et la contacterons à plusieurs reprises. Si nous recrutons au moins une partie de ces enseignants, nous pourrions envisager de nouveaux services, des bourses, des documents pédagogiques ou promotionnels, des ateliers de formation et autres que nous ne pouvons pas nous permettre à l'heure actuelle. Faites du recrutement une activité de votre chapitre de l'AATF. Une heure de recherches faite par une dizaine de personnes aurait des résultats surprenant.

Pour la septième année consécutive, nous allons organiser le *Future Leaders Fellowship Program* (voir page 7). Nous invitons chaque chapitre à nommer un/e

Si vous assistez aux congrès régionaux au printemps, je vous invite à passer visiter le stand de l'AATF dans le salon des expositions. Vous pouvez voir les documents que nous offrons et parler avec les représentants de l'association. Nous donnerons également une session sur les services de l'AATF.

Jayne Abrate  
Secrétaire générale  
[[abrate@frenchteachers.org](mailto:abrate@frenchteachers.org)]

### **AATF SUMMER SCHOLARSHIPS**

We do not yet have confirmation of summer scholarships. In 2015, we were able to award scholarships to France and Belgium as well as two AATF scholarships to be used in any Francophone country. Information will be posted on the AATF Web site [<http://frenchteachers.org/hq/summerscholarships.htm>]. For more information on a Summer Scholarship experience, see page 23.

## MY LIFE AS A FUTURE LEADER

As teachers, we value our summers off... in fact, we cherish them. When I think of summers past, I recall beach days, school trips, and time spent with family and friends. Though I have had some memorable summers, nothing comes close to being as rewarding, productive, or enjoyable as my time spent in Austin, Texas this past July where I was part of the AATF Future Leaders Fellows Program. Our group of eleven leaders formed a bond of fellowship, enthusiasm, and collegiality that I, to date, have never experienced and contributed to many memories that I will cherish forever.

In 2001, I graduated from Chestnut Hill College, ready to take on the world as a newly-minted French and Spanish teacher. French has always been at the core of my heart from that first day of ninth grade, walking into French class and learning how to say my name and

worthy of such an honor? Her confidence in me and my abilities confirmed that I was, so I applied for summer 2016. When I received my acceptance I was beyond delighted.

The Future Leaders Fellows Program is like none other. It combines pedagogy with love, tenacity with wit, and more importantly, fellowship with care. During our few days together I saw all these things in action in so many different people in ways that are immeasurable. We came from as far north as Maine, as far west as Washington State and as far south as Alabama and held fast to the premise of nurturing and encouraging one another through collaborative work and productive interactions. Each day we were met by long-standing AATF members who taught us something new about our organization, inside and out. From President Catherine Danié-

new ones. Also, with the blessing of our new chapter president, Polly Duke, I have been appointed Chapter Contest Administrator, and I look forward to the challenge. We are all up to the call to help lead our chapter into new horizons filled with fresh ideas and endless enthusiasm. I am grateful for my fellow Future Leaders for their love, support, and friendship and I know that this year's AATF experience would not have been the same without them. My summer was a wonderful one, mostly because of my experience as a Future Leader which has given me the chance to spread my wings and take flight in the name of an organization that I hold near and dear to my heart.

Deena A. Sellers  
Metropolitan New York Chapter  
Xavier High School (NY)  
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*...she told me to take pride in being a French teacher—we were a group that is like no other and joining AATF would help me to spread my wings.*

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birthdate. But it was the sage advice of my undergraduate advisor, Mary-Helen Kashuba, SSJ, that I carried with me as I relished in my commencement; she told me to take pride in being a French teacher—we were a group that is like no other and joining AATF would help me to spread my wings. She said that teaching French is a work of art and heart, that we must support and nurture each other to continue to provide places to share our passions and hone our skills. I followed her words closely and became a member that fall when I got my first teaching job in Philadelphia, PA. Each year I enrolled my students in *le Grand Concours*, and even produced a few medal-winners.

When I moved to New York City in 2010, I continued to participate in the *Grand Concours* but never truly became involved in chapter activities until I was invited to become a member of the Board of Directors for the Metropolitan New York Chapter. I jumped at the opportunity and paid close attention to our chapter needs, offering suggestions where I could, but mostly just listening. Our then-chapter president, Diane Paravazian, suggested that I participate in the Future Leaders Fellows Program, but I had never heard of such a thing... Was I the right choice? I had been participating in the *Grand Concours* for over 10 years and presented a workshop at the New Orleans AATF convention in 2014, but was that enough to make me

lou's warm and gracious welcome, Joyce Beckwith's run-down of the role of the Regional Representative, to Ann Sunderland's lessons on leadership, we took it all in as we dedicated ourselves to being our very best. And who can forget our fearless program leader Janel Lafond-Paquin 🌸, who tirelessly made sure our experience was the best ever. She held us to task at every turn, making sure we understood each topic, made the most of our time during breakout sessions, and planned chapter projects that were attainable and suited the needs of each chapter. Passion was palpable in each person who came to speak to us during those days, and we soaked it all up. Attitude reflects leadership on every level, and theirs was one of confidence, diligence, and joy.

Now that I'm back in New York City, I continue to reflect on my experience in Austin as a Future Leader. Still in contact with my classmates, I am excited to see the fruits of our labor: two of us are currently working to create a division of the *Société Honoraire de Français* devoted to two-year and community colleges, another Future Leader is developing a national database of AATF members that will make it easier to connect and collaborate, and I am currently establishing a social media presence and strategy via Facebook, Twitter, and Instagram in order to make my chapter more visible to current members and to attract

## CHAPTER NEWS!

### COLORADO-WYOMING

Thanks to strong student efforts, aid from the Liberal Arts and International Studies Department, and support from the AATF, the French program at Colorado School of Mines has been reinstated.

### GEORGIA

The Chapter

- held its annual Immersion Camp in February. It was again a great success, with around 100 students attending
- met at Oglethorpe University. Its teacher of the year is Kelli Barber, and Muriel Davison received the Georgia AATF Chapter President's Award.

### NORTH CAROLINA

The chapter's French Immersion Weekend was held at the Short Journey Retreat Center in Smithfield with record turnout. It has inspired plans to organize a similar immersion event in the western part of the state. The local chapter awarded four scholarships to deserving university students who will study in France during academic year 2016-2017.

### SOUTH CAROLINA

*Félicitations* to Jennifer Reschly, French Teacher at Clover High School, who won the Best of SCOLT Presentation, "Kick Back with a Cool IPA."

## **BICHONNEZ-VOUS!**

In April, the Rochester AATF Chapter held an event in collaboration with L'Occitane en Provence, a nationwide vendor of hair and body care products, and a local yoga instructor. The Chapter Executive Committee had brainstormed the various community resources and local vendors with which they might collaborate to promote the aims of the chapter. L'Occitane has had a store in a local mall for several years and focuses on fair trade, sustainable products from France and other Francophone nations. All of the Executive Committee members use their products and came up with the idea of hosting a "Bichonnez-vous" event that would feature L'Occitane products and provide free hand or neck massages (which are also provided in the store when you visit). L'Occitane was very receptive to the idea of coming to this event with their products and providing free massages, as well as little gift packages with product samples. They got some free publicity, and the members benefitted from the services. L'Occitane did not charge for any of the services or product samples. As a gesture of good will, the chapter purchased several full-size products from them for a raffle at the event.

All area French teachers were welcome to attend the "Bichonnez-vous" event, which began with an hour-long beginner's yoga class given in French. After yoga, members were treated to hand and neck massages given by L'Occitane employees. The employees also set up a table with some of their products and provided information about them. Those who attended enjoyed themselves and the Rochester AATF Chapter is interested in holding the event again.

Are you interested in hosting a similar event in your chapter? The Rochester Chapter has shared its flyer, which is available on the AATF wiki [<http://frenchteachingresources.wikispaces.com>].

Candace R. Black 

Eastridge High School

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

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

## **THE AATF ANNOUNCES FUTURE LEADERS FELLOWSHIP PROGRAM**

**When:** July 14-15, 2017

**Where:** Hyatt Hotel, Saint Louis

**Proposed Schedule:**

July 13: Arrival in Saint Louis, Welcome Get Together with Executive Council

July 14: Breakfast/Lunch/Leadership Sessions, Working Dinner

July 15: Breakfast/Lunch/Leadership sessions. Janel Lafond-Paquin, Chair of the AATF Commission on Middle Schools, and a team of AATF leaders are planning and will facilitate the day-long workshop. Evening Reception with AATF Executive Council.

July 16: Introduction of Fellows at Opening Session of the Saint Louis Convention.

July 16-19: Fellows attend Convention in Saint Louis.

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

found at [[www.frenchteachers.org/hq/leadership.htm](http://www.frenchteachers.org/hq/leadership.htm)].

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

**Time Line:**

**December 15, 2016:** Deadline for fellows Applications

February 2017: Announcement of fellows selected and alternates

**Requirements for Applicants:**

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

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

## **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) 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](mailto:sra@frenchteachers.org)].

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## SAINT LOUIS CONVENTION

The AATF 2017 Convention will be held July 16-19 at the Hyatt Regency Downtown Hotel in Saint Louis. We are now accepting proposals for sessions and workshops at [www.frenchteachers.org]. The deadline for submissions is December 15, 2016.

Our keynote speaker will be cinéaste Mariette Monpierre. Born in Guadeloupe, raised in Paris, living in New York City, she is garnering acclaim as a filmmaker. Her film, *Le Bonheur d'Elza*, is a semi-autobiographical account of a young French women's return to the island in search of her father. We hope to be able to show the film during the convention.

The Local Committee has met, and we are planning a visit to the Saint Louis Art Museum with an accompanying workshop, walking tours, as well as a post-convention excursion to the historic town of Sainte Genevieve. We hope that presenters will highlight the Francophone heritage of the center of the U.S. in addressing this year's theme: "Le Français dans une perspective globale: 'The Finest Confluence in the World.'"

# REGIONAL REPORTS

## REGION III: MID-ATLANTIC

Region III is very proud to highlight the following special points of pride:

- Our keynote speaker, Julien Suaudeau, who currently teaches at Bryn Mawr College, has offered to visit all chapters and talk about post-November 2015 France and terrorism.
- Wakefield High School, which was awarded Exemplary Program Honors by AATF last year, was featured on the news [<http://wjla.com/features/spotlight-on-education/arlington-high-school-recognized-for-french-program>].
- The Virginia Chapter continues to be affiliated with the Virginia Commonwealth University Film Festival, which takes place annually in March. This year a special homage was made to French film director Jacques Rivette, who recently passed away.
- The Western Pennsylvania Chapter, in conjunction with the *Centre d'études européennes de l'Université de Pittsburgh*, is again organizing an immersion workshop on contemporary French issues.
- The Philadelphia Chapter has created a newsletter, *Le Réverbère*, to reach out to current and retired French teachers interested in French and Francophone issues.
- All chapters are very active in the *Grand Concours*, National French Week, and focusing on innovative ways to transition between K-12 and college levels.

Respectfully submitted,

Christine Gaudry

Region III Representative

[[christine.gaudry@millersville.edu](mailto:christine.gaudry@millersville.edu)]

**Editor's Note:** Writes Christine: "After serving two terms as Regional Representative, this will be my last report and I would like to take this opportunity to thank the chapter officers who were so supportive during my six-year tenure."

The AATF thanks Christine for her years of service and appreciates her contribution to our organization.

## REGION IV: SOUTHEAST

The 2015-2016 academic year was a year of leadership growth in the six chapters of Region IV. Many states have had new and/or additional leaders begin recently. The Southeastern chapters offered scholarships, grants, cultural

activities, student competitions, and professional development opportunities. Many worked with local organizations, and sponsored community activities. They celebrated National French Week, recognized *Grand Concours* winners, and honored outstanding member accomplishments.

Region IV recognizes the first university to earn the Exemplary French Program with Distinction Award: Elon University, North Carolina, AATF member: Olivia Chaplin.

Professional development opportunities are offered in every state, usually in conjunction with the state foreign language association. Each AATF Chapter in Region IV offers a wide variety of scholarships, awards, workshops, and social gatherings.

**Smore.com:** With this site, you can create five flyers for free! After that, there is a fee... You can also create a Web-based document to which you can add pictures, video, text, forms, audio links, etc. It is a great way to get out to your students' families what they are actually doing in your classes. Parents love to see what happens in our classes!

For more fun, free ideas with technology, see page 19).

The Alabama Chapter held its meeting at the state conference in January. Author Julien Suaudeau gave a very interesting talk about France after the "events" in 2015. The 2016 *Prix d'excellence* was awarded to Silvana Cureton, Prattville High School. The Alabama World Languages Association Teacher of the Year was Peter Rosborough, Altamont School.

The Florida Chapter held its meeting at the Florida Foreign Language Association Conference. French Teacher of the Year, Teachers of Promise, and new inductees into the Hall of Fame were announced. The 2016 French Teacher of the Year is Hervé Le Guilloux, Trinity Prep High School. There is also a Teacher Immersion weekend, a state-wide student competition, and various regional *tables françaises*.

At the Mississippi Foreign Language Association fall conference, Virginia Gale Jolly received the prestigious Mississippi Foreign Language Association's Award of

Distinction, and Jennifer Allen received a study abroad scholarship through the AATF and the University of Liège.

## In addition to *le Grand Concours...* Activities and Opportunities for Students

In February, the Alabama Chapter held its French Convention sponsored by the Alabama Federation of French Clubs at the University of Alabama. It was attended by 450 high school students.

The *Congrès*, for Florida students, is sponsored by the Florida AATF Chapter with almost 1000 students attending and large collaborative efforts between higher ed and secondary instructors. The Florida Chapter sponsors three \$500 scholarships for the continued study of French.

## Collaboration with Local Organizations

The Georgia Chapter is an executive member of the *Francophonie* Atlanta organization. Last year, their festival, which takes place during International Francophonie Week, was very successful. The event presents workshops for both students and teachers, including many presentations by Francophone artists. There were also collaborations with the *Alliance française* and the French Consulate. The French presence in Atlanta and Georgia would not be so strong without the support of the different Francophone entities in Georgia, such as the French, Belgian, Swiss, Canadian, and Haitian consulates, the Québec Delegation, *École du Samedi*, Atlanta *Accueil*, the Franco-American Chamber of Commerce, and the *Alliance française*. All these organizations, along with the AATF, promote the importance of Francophone culture in Atlanta and Georgia.

Respectfully submitted

Deanna Scheffer 

Region IV Representative

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## FRENCH LANGUAGE ADVOCACY WIKI

How do I ...

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

For ideas and ready-made documents, go to [[Frenchadvocacy.wikispaces.com](http://Frenchadvocacy.wikispaces.com)].

# AATF 2016 COMMISSIONS

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

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

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## **Commission on Cinema**

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

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## **Commission on FLES\***

### **Karen Campbell Kuebler, Chair [2017]**

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## **Commission on Cultural Competence Marie Schein, Chair [2018]**

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## **Commission on French for Special Purposes**

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

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## **Commission on Universities Scott Sheridan, Chair [2017]**

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(continued from page 1)

was elected Vice-President of the U.S. Federation of *Alliances françaises*. She also served as Vice-President (two terms) and President of the AATF. Their daughter Nathalie, a graphic artist, designed the current AATF logo.

The French Government has recognized the Valettes' contributions to the teaching of French in the U.S. by naming Jean-Paul *Officier dans l'Ordre des Palmes académiques* and Rebecca *Commandeur dans l'Ordre des Palmes académiques* and Chevalier *dans l'Ordre National du Mérite*.

Over the past twenty years, the Valettes have been spending their summers in Santa Fe, NM and have become deeply interested in the native art and cultures of the Southwest. They are authors of several research articles and have curated two museum exhibits featuring Navajo Yeibichai rugs. Their newest book, *Navajo Weavings with Ceremonial Themes*, is scheduled for publication in summer 2017.

## **M**EMBERS' NOTES

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**Janel Lafond-Paquin** has been promoted to *Officier dans l'Ordre des Palmes académiques*. Coordinator of the AATF Future Leaders Fellowship Program and Chair of the AATF Commission on Middle Schools, Janel is Chair of the Foreign Language Department at Rogers High School in Newport, RI. She serves on the Board of Directors of the American Society of French Academic Palms (ASFAP) and was Editor-in-Chief of *Integrating Children's Literature into Middle School Curriculum*, which was published by the AATF in 2016. Janel also served on the Board of Directors of the Northeast Conference on the Teaching of Foreign Languages (NECTFL) and chaired their 2014 Conference. A former President of Massachusetts Foreign Language Association (MaFLA), Janel often presents workshops at the national, regional, and state level.

**Joyce Beckwith** has been promoted to *Commandeur dans l'Ordre des Palmes académiques*. Retired in 2013 as Director of Foreign Languages for the Wilmington, MA Public Schools, Joyce has served as a Director of ASFAP since 2009 and is also Secretary and Chair of the ASFAP Scholarship Committee. A former AATF Regional Representative for New England (2009 -2014), Joyce is Co-Chair of the Cinema Commission and Assistant Editor of Volumes 1 and 2 of *Allons au Cinema: Promoting French Through Films*, published in 2014 and 2016. Joyce is also an Assistant Editor for Pedagogy for the *French Review*, and serves on the Exemplary Program Committee and as Treasurer of the Eastern Massachusetts AATF Chapter. A former President of MaFLA, Joyce now serves as MaFLA's Coordinator of Special Events, Chair of MaFLA Professional Development and Past-President of Eastern Massachusetts Foreign Language Administrators (EMFLA).

## What's New in the French Review?

Vol. 90, No. 2 (December 2016)

- "Water Avoidance and Artistic Failure in Émile Zola's *L'Oeuvre*" (Sicard-Cowan)
- "Du 'poison' au palium 875: Françoise Sagan ou le roman sous influence" (Falantin)
- "Futurisme féminin, luxure, littérature et danse chez Valentine de Saint-Point" (Maccotta)
- "Exploring Rural and Urban Space in *Jeanne la fileuse* and *Canuck*" (Lees)
- "*L'Étranger* de Camus mis en des-sins" (Grégoire)
- "L'Art de la fugue: identité, espace et narration dans *Shérazade* de Leïla Sebbar et *Cette fille-là* de Maïssa Bey" (Julien)
- "*Le Cinéma de banlieue*: Teaching Immigration, Teaching Perspective" (Holst-Knudsen)
- "The Impact of Photographs in *Hiroshima mon amour*" (Ekstein)
- "Se presser de rire de tout de peur d'avoir à en pleurer: Franquin, Lagaffe, et l'environnement" (Laborde)
- "Negotiating Identity: Codeswitching in Hélène Berr's Journal" (Brown)
- "New French Fairy Tales for Developing Literacy and Cultural Awareness" (Jourdain)
- "Teaching Liaison to Intermediate Learners of L2 French" (Sturm)
- "Mindsets and Tools for Developing Foreign Language Curriculum Featuring Thoughtful Culture-as-Content" (Martel, Pettitt)
- "Un entretien avec Koffi Kwahulé" (Mouzet)

## 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 contacting [address@frenchteachers.org].

## CALL FOR AATF COMMISSION PROPOSALS

The AATF solicits proposals from members interested in serving, for a term 2017-2019, as a Commission Chair. Following extensive study, numerous changes are being instituted in the structure and function of the Commissions.

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

Commission Chairs must also agree to (1) maintain AATF membership; (2) prepare a report for the *National Bulletin* (at least one per three-year term); (3) make every effort to attend the AATF convention and organize a Commission session or designate a commission member to do so; (4) propose/present at least one commission-related session at another conference; (5) include in commission activities a component to recruit new AATF members; and (6) prepare an annual report to be submitted to the Executive Council prior to the convention. Commissions which are up for renewal for the term 2017-2019, along with their objectives, are:

**Commission on Cinema:** to propose products, materials, or services that further understanding of French and Francophone cinema.

**Promotion of French:** to propose products, materials, or services that encourage teachers to make the promotion of French and of their programs a regular part of their professional activities.

**Technology:** to propose products, materials, or services that promote the use of new technologies in the French classroom.

Proposals should be e-mailed to AATF President Catherine Daniélou [danielou@uab.edu] by **December 15, 2016**. Contact her also to discuss ideas for projects. Proposals are welcome from new and incumbent chairs.

## AATF COMMISSION REPORT: FRENCH FOR SPECIFIC PURPOSES

This has been a big year for our commission. Our project, "Meeting New Needs: French for Specific Purposes," has led to the renaming of the commission. After discussions with the French Embassy, the Paris Chamber of Commerce, and our sister organizations at the American Association of Teachers of Spanish and Portuguese (AATSP) and the Network of Business Language Educators (NOBL), we have renamed the commission French for Specific Purposes (FSP). This new name reflects the broader reach of the commission, as well as exciting new coursework offerings that are helping to attract and retain students of French. FSP includes Business French, French for Tourism and Culinary Studies, French for Global Health/Medicine, Translation Studies, Fashion Studies, as well as targeted community-based learning.

The commission goals are to develop a community of practice that includes gathering, creating, and diffusing materials that address theory and practice in this broader field. Please check out [<http://businessfrench.weebly.com/>], which contains syllabi and other materials to help you plan course materials. Our Facebook page, AATF French for Specific Purposes Commission [<https://www.facebook.com/AATFFOS/>], posts weekly on all things French. You will find us regularly at major conferences, from SCOLT to LSP, AATF, and ACTFL. Please look for us at ACTFL this fall.

In 2017, we will work with the French Embassy to support teacher training in FSP. Teachers whose departments support new course development in French for Specific Purposes will have the opportunity to complete a week-long training in pedagogy and course design on French for Tourism and Business French. Stay tuned for more information!

Plans for outreach to secondary schools are also underway. With the help of the Embassy, we hope to offer training workshops for AP teachers that will help support their course development in areas related to FSP.

If you have an idea to contribute, a thought to share, or are interested in learning more, please contact us. To join the commission, please e-mail me at [debsreis@duke.edu].

Deborah S. Reisinger  
Commission Chair  
Duke University

## 2016 FUND FOR THE FUTURE

We would like to take this opportunity to thank all those dedicated AATF members who contributed at least \$50 to the Fund for the Future during the 2016 membership year (September 2015-July 2016)

### BRONZE BENEFACTOR

Ruth Doyle (MO)

### SPONSOR

Helen Gant (TX)

### PATRON

Jayne Abrate (IL), Bernard Aresu (TX), Brenda Benzin (NY), Paul Creamer (PA), Helen Cummings (MA), Catherine Daniélou (AL), Phyllis Dragonas (MA), Ada Giusti (MT), Stirling Haig (NC), Cecilia Kelly (PA), Catherine Kendrigan (IL), Lena Lucietto (LA), Éliane McKee (NY), Davara Potel ❀ (OH), Jane Robert (MO), George Santoni (NY), Alice Strange (MO), Fred Toner (OH), Albert Valdman (IN), Rebecca Valette (MA), Rosalie Vermette (IN), Karen Woodward (WI)

### ANNIVERSARY CLUB

David Greenberg (FL), Barbara Hoerr ❀ (IL), Marie-Christine Koop (TX), Alan Wax (IL)

### SUSTAINING MEMBER

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## VOTRE DON, NOTRE DON

Au delà des cotisations annuelles à l'AATF et de notre engagement professionnel, pourquoi donner? Qu'apporte un don?

Je dirais que votre don est toujours notre don. La force d'un don se retrouve dans la force de notre collectivité. Un seul don à l'AATF représente notre don collectif à nos enfants, à nos élèves, à notre pays.

Un don montre à lui seul la confiance en un avenir où le français et les valeurs de la francophonie continueront à avoir leur place de l'école à l'université, et dans notre vie quotidienne aussi. Il représente la certitude que notre mission éducative rend notre monde meilleur. Il signifie que nos collègues se sentent moins seuls et que nous nous soutenons en offrant des ateliers, des conférences, des ressources gratuites mais aussi en partageant nos idées, nos recherches, notre passion, notre cœur.

L'AATF est une association à but non lucratif. Si les cotisations nous permettent de vous soutenir, de servir notre profession et développer notre passion, seule votre générosité assurera une force et rendra notre assise durable. Vos dons sont notre atout à long terme, permettant de soutenir plus d'enseignants dans leurs activités, d'offrir plus de bourses d'étude en immersion francophone, ou même d'accélérer nos projets pédagogiques.

Aujourd'hui, j'aimerais vous encourager à faire un don si vous le pouvez. Contribuez à notre Fond pour le Futur. Financez un projet de votre choix, pour aider un ou une collègue. Faites un legs ou une donation. Soutenez la cause de l'AATF et de l'enseignement du français en Amérique du Nord. Laissez une marque.

À toutes celles et tous ceux qui nous ont honorés par leur générosité, nous vous disons merci du fond du cœur. Vous nous touchez et vous contribuez au succès de l'enseignement du français dans le monde.

Notre secrétaire générale Jayne Abrate et moi serons heureuses de vous guider et de discuter des possibilités ou vos idées. N'hésitez pas à nous contacter. Ou consultez notre site internet et cliquez sur *Give*.

Votre don—le don du français en Amérique—notre don.

Catherine Daniélou  
Présidente de l'AATF  
[danielou@uab.edu]

## NEW! CALENDRIER FRANCOPHONE

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

\_\_\_\_\_ Calendars x \$20 each



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

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

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

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

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

# SALUT LES JEUNES!



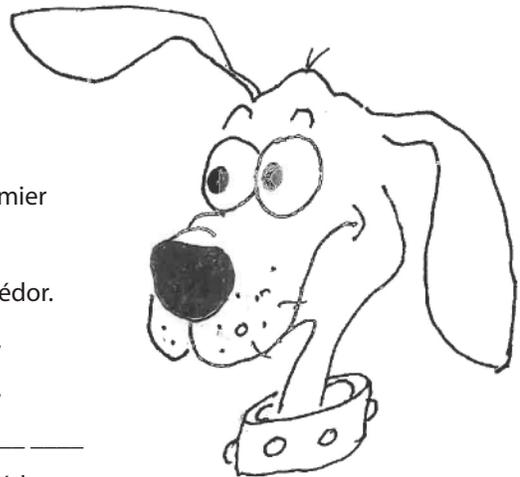
**L'ALPHABET:** It may seem like a superfluous activity, but learning the alphabet in French early helps to maintain the rhythm of the language and respect the integrity of the French class. It eliminates shifting back and forth between English and French and will permit the students to stay in the target language when examining vocabulary and verb endings later. The youngest students don't need to spell much, but they will show great pride in spelling their own names, numbers, and colors. Young American learners know the alphabet song in English. Use the same tune with the French alphabet "A-B-C-D ....W-X- Y-Z. Maintenant je les connais, toutes les lettres de l'alphabet." See YouTube examples to share with your students. Simple games using the alphabet create opportunities to reinforce the letters. *Chasse au trésor:* Write the letters of the alphabet on 26 post-its, and stick them around the room. Students hunt for the post-its (individually or in teams), and place them in order, pronouncing the letters in French. If some are missing, "Qu'est-ce qui manque?" fills in the spaces. Follow it up with the alphabet song. Multiple board activities can include: "Va au tableau. Écris la lettre 'Q.'" Do the reverse and write a sequence of letters on the board, and have students take turns erasing a letter you tell them in French until a familiar word remains: Z Y C O H J I E R Q N. Anything written on the board becomes an alphabet opportunity with: *Comment ça s'écrit?* Even the youngest students will enthusiastically spell their own names, whether you use their American name or permit them to choose a French name. This leads easily into a "French-fried" version of the American children's song "Bingo." The song is repeated five times, each time replacing a letter of the name with a clap, starting with the first letter, then first and second, until the whole name is hand clapping. Use a more typical French dog name like MÉDOR, although with creative adjustment of the beats, students' names from 4 to 7 letters will work, and students will identify more enthusiastically with the song. See YouTube varieties of this song, some with choreography! (YouTube "Bingo" song *en français*)



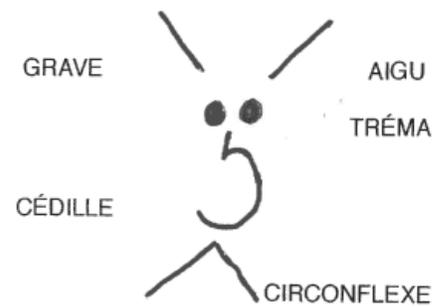
Monsieur le fermier  
a un chien  
et il s'appelle Médor.  
M-É-D-O-R,  
M-É-D-O-R,

\_\_\_\_\_

et il s'appelle Médor.



**LES ACCENTS:** As the students progress, encourage using the accent names as a natural part of the spelling. For example, *élève* would be: “e accent aigu, l, e accent grave, v, e.” Leaned early, the accent marks will be less of a challenge. The drawing of “Vincent !'Accent” was made by Ella Wagner, Sanford School (DE), to help her class learn the accent marks.



**MON DICTIONNAIRE PERSONNEL:** Older French language students who are adding writing to their language study can keep a personal dictionary to which they contribute throughout the year. Seize the opportunity to have the students spell their choices out loud! For younger learners, supply a simple word for them each week as they proceed through the alphabet from September to June with a drawing (A-arbre, B-banane, C-crayon, etc.). They are not expected to learn the spelling but can read the letters in French. In each case the students have a tangible keepsake that shows their progress while they studied with you.

- For each booklet, take 7 sheets of 8.5" x 11" paper, and fold them in half. Using a long reach stapler, staple the pages to make a booklet. For younger students who might do more drawings, consider using larger paper like legal size or ledger size.
- Instruct students to label the front of the book with “Mon dictionnaire personnel” and their name. On each page of the booklet, they are to write a letter at the top. It helps to do the letters sequentially A-Z!
- When students learn a new word, they can add that word to their booklets. Some students may want to make an accompanying picture for that entry. I encourage students to write special words in their books and not all the words from every lesson. These words may be ones they hear in class or read in stories.
- When students finish their work early, I have them work in their dictionaries. It is a good task to keep them busy and engaged in something with personal interest.
- From time to time, students can share their new personal words with one another.
- I encourage my older students to use their dictionaries when working on assignments so they can draw on their personal vocabulary lists.

*Amusez-vous bien!*

Nathan Lutz  
Kent Place School  
Summit, NJ

Jane McConnell  
Sanford School  
Hockessin, DE

Elizabeth Miller  
La Petite École SF  
Atherton, CA

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 Ave, Atherton, CA 94027; e-mail: [mmemiller@aol.com].

# AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2018, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Saint Louis in July 2017.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2017**.

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

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

## TIME LINE

Because the awards will be presented at the annual convention, the deadline for receiving all documents will be **February 1, 2017**. Decisions will be made by March 1. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

## REQUIRED QUALIFICATIONS

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

## EVALUATION CRITERIA

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

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

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

Evidence of professional growth and development

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

Evidence of contributions to the profession may include

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

## NOMINATION PACKET

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

1. A résumé of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together in one file.
5. Submit the nomination packet electronically in .pdf format (one file with the candidate's name in the file name) to [awards@frenchteachers.org]. The nomination must be received no later than **February 1, 2017**.

## ADVOCACY

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

Check out the JNCL-NCLIS Web site at  
[www.languagepolicy.org](http://www.languagepolicy.org)

## ADMINISTRATOR OF THE YEAR AWARD

The AATF and Concordia Language Villages Administrator of the Year Award, to be given annually, is intended to recognize a school principal or superintendent who actively supports the study of French. Any AATF member in good standing can nominate an administrator for this award.

The winner of this award will have demonstrated a strong commitment to international education and intercultural understanding through support for the study of languages, including French, in his or her school or school district, support for innovative curricular and extra-curricular programs which enhance the study of French, support for professional development specifically for language teachers, and support for a cross-disciplinary school- or campus-wide presence for languages. The nomination file should contain the following items: (1) an abbreviated CV (2 pages maximum) outlining the candidate's education and work experience, (2) a brief description of the language program(s) in the school or district (2 pages maximum), and (3) a letter from the nominating French teacher highlighting the administrator's commitment to supporting the study of French and his or her impact on the language program(s) described. All elements of the file should focus on addressing the traits listed at the beginning of this paragraph.

Applications should be received at AATF National Headquarters no later than **December 1, 2016**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2017) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials electronically in .pdf format to [abrate@frenchteachers.org].

## AATF SMALL GRANTS

The AATF Small Grants program is intended to support local projects by members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$4000, with the maximum award being \$500. Matching funds from the chapter to which the applicant belongs or from another source must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application must be submitted online by **March 1, 2017**. For instructions, go to [<http://www.frenchteachers.org/hq/awardsandgrants.htm>]. A brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be matched from chapter treasury, if applicable, are required. Chapter support must be attested to by the Chapter Secretary-Treasurer via e-mail to [small-grants@frenchteachers.org]. Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process as soon as you read this by alerting your Chapter officers to your upcoming request.

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

Members at all levels of instruction may apply.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2017 are encouraged.

## WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One \$2000 scholarship per year is given to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2017-2018.

### Eligibility Requirements

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

### Scholarship

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

### Application Form

Applications must be submitted online. For instructions, go to [<http://www.frenchteachers.org/hq/summerscholarships.htm>]. Letters of recommendation should be e-mailed to [scholarships@frenchteachers.org] with applicant's name, Jensen Scholarship, 2017 in the subject line. The deadline for receipt of applications is **March 15, 2017**.

# *Découvrez Saint-Louis!*

## *Congrès annuel de l'AATF du 16 au 19 juillet 2017*

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, Vols. 1 and 2,** edited by Dolliann Hurtig and Joyce Beckwith. From the AATF Press. \$25 each; both for \$40 (nonmembers \$40 each/both for \$55).

**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 Volunteer 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**  
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Send your check or school purchase order to: AATF Materials, 302 N. Granite St., Marion IL 62959-2346; [aatf@frenchteachers.org]. Prices valid through 12/31/16.

# AATF COMMISSION ON FLES\* 2017 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF FLES\* Commission is delighted to announce the 2017 Poster Contest for students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate.

The AATF will publicize the Contest. Individual teachers may submit up to 3 posters in each category to the FLES\* Poster Contest which is chaired by Karen Campbell Kuebler. The theme for this year's contest is: "*La Cuisine du monde francophone* / The Cuisine of the Francophone world." This theme may be presented in a variety of techniques and artistic interpretations.

**REQUIREMENTS:**

1. Entries MUST be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.
2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teacher must be a

- current member of the AATF.
4. Each poster MUST be accompanied by the student information form found below. All information must be completed.
5. Entries are limited to THREE PER TEACHER FOR EACH CATEGORY. Teachers are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort (see learning targets below).
6. Each teacher should send the posters postmarked by **March 1, 2017** to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]. Please mail the posters flat, first class, and protected by cardboard.

The poster contest judges will use these learning targets to clarify the applicability of theme, creativity, and effort.

- K-1 & 2-3 categories: (1) I can identify 3 different Francophone foods on my poster. (2) I can identify the contest theme on my poster. (3) I can show my

effort and attention to neatness on my poster.

4-6 category: (1) I can identify 4 different Francophone foods on my poster. (2) I can identify the contest theme on my poster. (3) I can show my effort and attention to neatness on my poster.

7-8 category: (3) I can identify 5 different Francophone foods on my poster. (2) I can identify the contest theme on my poster. (3) I can show my effort and attention to neatness on my poster.

Winners will be notified in early May. The first place winners in each category will receive a cash prize. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving creative posters from students throughout the country for the 2017 National FLES\* Poster Contest.

**NOTE**

Please take a photo of the poster(s) before sending! Posters become the sole property of the AATF and are not returned.

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

Student's Name: \_\_\_\_\_

Student's Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

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

City/State/Zip \_\_\_\_\_ School Phone: \_\_\_\_\_

Principal's Name: \_\_\_\_\_

Sponsoring Teacher: \_\_\_\_\_

Teacher's Address: \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Teacher's Telephone: \_\_\_\_\_

Teacher's Email: \_\_\_\_\_

**SIGNATURES** (All are required)

We understand that this poster becomes the sole property of the AATF National Commission of FLES\* and are not returned. They may be duplicated in publications and/or displayed at meetings.

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Sponsoring Teacher \_\_\_\_\_ Date \_\_\_\_\_

**PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.**

## FUN, FREE TECHNOLOGY FOR TEACHERS

As teachers, we are always looking for new ways to engage our students in ways that are more meaningful to them. As many students have more and more technology with them at all times, we can use these resources to fit their modes of learning and to encourage learning beyond the classroom walls. The following are some free (OUI! FREE) sites that I have used with my students or in my classes to keep them engaged and wanting to do more. Some are sites specifically for teachers.

**SafeShare.tv:** This is a site where one can put any YouTube video link into and the site will generate a new URL for the video—free of advertisements or YouTube “extras” to get your students off-topic.

**Nearpod.com:** This is a great site to make interactive presentations for your classes. There are a variety of options when creating your nearpods. You create the presentation using pictures, images, Web site links, video links, etc. Students can look through the pages you link and then complete activities about them. Options for student activities are fill in the blank, drawing, CLOZE activities, free-responses to questions, responding to polls, etc. You can make the nearpod presentations student-paced (great for homework activities) or “live lessons” where you control how much time they spend on each of the activities. As students complete activities, you have the option to show the class a good example of a response or drawing and have them talk about what they are seeing. Nearpod also has some 360-view images that you can add into your presentations to give students a complete view of different things. If you have those as a Web link, you can add them in as well. My students love this activity.

**Edmodo:** Edmodo is similar to Google Classroom. You create an account, and your students join your class with a code. You can post videos, assignments, links to interesting things, anything you want. With assignments and quizzes, you can give students private feedback, and they can post questions to you. You have the option of viewing all of their posts before they are visible to the class. (Think of a Facebook Wall but that you can monitor.) Edmodo offers professional development on how to use their site and there are groups that you, as a teacher, can join. It is a great way to find new teaching ideas and to connect to teachers around the country and the world. I connected with a teacher in Canada, and we did a pen pal

exchange with our classes

**Plickers.com:** For Plickers, you need two things: a printed set of the Plickers cards (from the Web site—they are free) and the app on your smartphone or iPad. The Plickers cards are QR codes that have an A, B, C, and D choice—one on each of the sides. On the Web site, you create a set of multiple-choice questions. Each student is given a Plickers card. (I number them and assign my students a number so that it is linked to them. I also laminated them, so I only need one set for all of my classes.) As the teacher, you project the multiple-choice questions to the students, and they hold up their answer. For example, if they want to give the answer of “C,” they would hold up the side of their card that has the “C” on it. With the app open on your phone, you scan the room and the student responses are read. A graph of the answers as you are scanning appears on the screen in real-time. Even if you have to scan the room more than once, it only picks up the answer from each student one time. The student answers are saved in your account, so you can grade their responses if you choose. You can discuss the questions and why answers are correct. My students have a lot of fun with this, and like to see the change in the graph as the room is being scanned.

[See additional item on page 9].

**Bookemon.com:** This site allows students to create their own books under an account that you make. You create and give them their username and password through the “My edCenter.” They then create an on-line “book” with pictures and text. When their book is done, you can share it via e-mail and social media sites, or have a QR code to access them online. If students prefer, they can have their book printed for a small fee. You do not need to pay to create the account and are not required to print the books when they are finished. Images the students use should be owned by them. There is also an option for students to collaborate on one book in the Group Book Project.

**PearDeck.com:** To use this site, you need a PowerPoint, Google Slides presentation, or PDF already created, and students need their own device. This definitely works best in a 1-to-1 setting, but personal student devices work just as well. You upload your presentation to the site and then you show it to your class. As your presentation is running, you can stop and do some check-for-understanding ques-

tions, which students answer on their device. They can be simple Yes/No questions, or you can have students elaborate on their responses. Students need to think about what is being incorporated in the lesson, and they can also type in their own questions if you give them the option to elaborate on their answers. This is another “free” site, up to five presentations. After that, there is a fee.

**PlayPosit.com:** This site was formerly known as Educanon. You add in a video and create “bulbs.” You assign the bulbs to a class. If you use Google Classroom, you can sync this site to Classroom. As the video plays, you can choose where it will stop, and the students respond to questions you post. The students are given instant feedback if their responses are correct or not. On the teacher side, you will get a spreadsheet of student responses. This is great for interpretive videos, especially ones that have no dialog. I have used it to ask students about what they have seen in the videos in French. It is self-paced, but the students tend to finish around the same time if you are working in class. It also works great as a homework assignment to prepare for an upcoming lesson.

**EDPuzzle.com:** This site allows you to crop videos and add your own narrative, add your own audio notes, or ask questions to the students. If you find a video that has the content you want, but not the narrative, you can record over it for your classes. The questioning available is similar to PlayPosit. This can also be linked to Google Classroom and you can assign videos directly from the EDPuzzle site. There is a “no skipping” option, which means that students need to watch the whole video from the beginning to end instead of just skipping to the part with the questions. When students are done, you have a spreadsheet of their results. If you are using this as an in-class assignment, you will be able to see results in real-time as students are working.

Hopefully, you learned about a few new technologies. Even if learning new sites is challenging, try them once or twice, and you will see that the students really love them. And if you ever get stuck, the students can probably help you. Enjoy!

Dawn Fiorilli  
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## LES EXPLORATEURS DU PAYS DES ILLINOIS

Les récits, relations et journaux de voyage des explorateurs français et francophones du Nouveau Monde sont une excellente source de documents authentiques à exploiter en classe. Où que vous habitiez il existe probablement un texte qui décrit la géographie, la flore et la faune ou les rapports avec les Amérindiens à l'époque des premières explorations.

Utiliser ces récits de voyage en classe offre un bon moyen de sensibiliser les élèves à la trace laissée par les premiers habitants français du territoire américain. C'est une leçon d'histoire qui va bien au-delà des noms de lieux parfois mal prononcés. Dans un rayon de 30 km de chez moi, on trouve la rivière Pomme de Terre, la crique Beaucoup, le Fort de Chartres et le *Mechaffipi*. À vue d'œil de la maison où j'ai grandi se situe le *Rock River*. Ce n'était qu'à l'âge de 35 ans que j'ai découvert que sur les cartes d'époque, on l'appelait «Rivière de la Roche». Le français n'est pas une langue étrangère aux États-Unis.

En l'honneur du congrès de l'AATF qui aura lieu à Saint-Louis en 2017 (voir page 8), j'ai choisi un extrait, tiré du *Journal historique d'un voyage fait par ordre du roi du Père Charlevoix*, cité par Catherine Daniélou dans son Message de la Présidente (voir page 3).

*On sçavoit en général par le rapport des Sauvages, qu'il y avoit à l'Occident de la Nouvelle France un grand Fleuve, nommé Mechaffipi par les uns, & Miciffipi par les autres, lequel ne couloit ni au Nord, ni à l'Eft; ainfi on ne doutoit point que par fon moyen on ne pût avoir communication, ou avec le Golphe Mexique, s'il avoit fon cours au Sud; ou avec la Mer du Sud, s'il alloit se décharger à l'Oueft; & l'on efperoit de tirer un grand avantage de l'une ou de l'autre navigation.*

*L'Intendant ne voulut point partir de l'Amérique, fans avoir éclairci ce point important; il chargea de cette découverte le P. Marquette, lequel avoit déjà parcouru prefque toutes les Contrées du Canada, & qui étoit fort respecté des Sauvages, & il lui affocia un Bourgeois de Quebec, nommé JOLIET, Homme d'efprit & d'expérience. Ils partirent ensemble de la Baye du Lac Michigan, s'embarquerent fur la Riviere des Re-*

*nards, qui s'y décharge, & la remonterent jufqu'àffez près de fa fource, malgré les Rapides, qui en rendent la navigation infiniment pénible. Ils la quitterent enfuite, marcherent quelque tems, puis je rembarquerent fur l'Ouifconjing, & naviguant toujours à l'Oueft, ils je trouverent fur le Miciffipi par la hauteur d'environ quarante-deux degrés & demi de Latitude-Nord. Ce fut le dix-feptième de Juin de l'année 1673. Qu'ils entrerent dans ce fameux Fleuve, dont la largeur, & plus encore la profondeur, leur parut répondre à l'idée, que leur en avoient donné les Sauvages.*

*Ils je laifferent conduire à fon Courant, qui n'eft pas encore bien rapide en cet endroit, & ils n'eurent pas fait beaucoup de chemin, qu'ils eurent connoiffance des Illinois. Ils rencontrerent trois Bourgades de cette Nation trois lieuës au-deffous de l'endroit, où le Miffouri, que le P. Marquette appelle Pekitanoni dans fa Relation, joint fes eaux à celles du Miciffipi. Ces Sauvages furent d'autant plus charmés de voir des Français chez eux, qu'ils jouhaitoient depuis lontems leur alliance, par la raifon, que les Iroquois commençoient à faire des excursions dans leur Pays, & qu'ils craignoient une guerre, qu'ils n'étoient point en état de foutenir feuls. Ils firent donc au P. Marquette, & au Sieur Joliet tout le bon accueil poffible, & les engagerent à leur promettre leurs bons offices auprès du Gouverneur Général.*

*Les deux Voïageurs, après s'être repofés quelque tems chez les Illinois, poufuvirent leur route, & descendirent le Fleuve jufques aux Akanfas, vers les trente-trois degrés de Latitude. Alors comme les vivres & les munitions commençoient à leur manquer; d'ailleurs confiderant qu'avec trois ou quatre Hommes, il n'étoit pas prudent de s'engager trop avant dans un Pays, dont ils ne connoiffoient point les Habitans, & qu'ils ne pouvoient plus douter que le Miciffipi ne fe déchargeât dans le Golfe Mexique, ils reprirent la route du Canada, remonterent le Fleuve jufqu'à la Riviere des Illinois, où ils entrerent. Arrivés à Chicagou, fur le Lac Michigan, ils je féparerent. Le*

*P. Marquette refta chez les Miamis, & Joliet alla à Quebec pour rendre compte de fon voyage à M. Talon, qu'il trouva parti pour la France.*

Vous pouvez trouver les trois tomes du *Journal* gratuitement sur le site de la Bibliothèque nationale de France à [gallica.bnf.fr]. L'extrait dont ce morceau a été tiré ainsi que des exercices supplémentaires se trouvent à [www.frenchteachers.org/bulletin/].

### Activités de pré-lecture

1. Divisez le texte en morceaux et demandez aux élèves, en équipes ou individuellement, de réécrire le français du 17<sup>e</sup> siècle en français moderne, en faisant tous les changements d'orthographe, d'accents ou de capitalisation nécessaires. Selon le niveau des élèves, le professeur peut présenter les changements les plus importants ou leur demander de les identifier eux-mêmes. Parmi les différences les plus frappantes:
  - Capitalisation des substantifs
  - Utilisation de l'esperluette plutôt que le mot «et»
  - La terminaison de l'imparfait en «oit/oient» plutôt que «ait/aient»
  - Utilisation de «ſ» et de «s» pour la lettre «s»
  - Manque de certaines consonnes finales comme «p» ou «t» (eg. «tems» pour «temps» ou «instrumens» pour «instruments»)
  - Utilisation de «y» pour «i» ou vice versa
  - Ajout de certains accents comme le circonflexe ou le tréma; par contre, absence de l'accent aigu ou grave
2. Quels sont les noms de lieux dans votre état ou région (ou plus loin) qui sont d'origine française?
3. Y a-t-il eu des explorateurs français qui sont passés dans votre région?
4. Pourquoi beaucoup d'explorateurs étaient-ils des prêtres? Lequel des explorateurs cités dans cet extrait ne l'était pas? Comment le savez-vous?
5. Cherchez sur Internet une carte d'Amérique du 17<sup>e</sup> siècle. Quelles étaient les limites de la Nouvelle France?
6. Identifiez les forts établis par les Français au 17<sup>e</sup> siècle. Pourquoi pensez-vous qu'ils ont trouvé important de s'implanter dans ces endroits? Existrent-ils encore aujourd'hui?

7. À votre avis, quels étaient les objectifs des explorateurs ?

### Questions sur le texte

1. Que remarquez-vous sur la capitalisation? Quels mots commencent avec des majuscules? Y a-t-il des exceptions?
2. Cherchez dans le texte 5 exemples de termes dans chaque catégorie suivante:
  - des termes géographiques qui ne sont pas des noms propres
  - des noms de personnes
  - des noms propres de lieux
  - des noms de lieux d'origine amérindienne
3. Le texte précise deux latitudes. Trouvez ces latitudes sur une carte. Où traversent-elles le Mississippi? Où habitez-vous par rapport à ces latitudes?
4. Quels sont les tribus amérindiennes mentionnées dans le texte? Que connaissez-vous de ces groupes? En connaissez-vous d'autres? Y a-t-il des sites amérindiens près de chez vous?
5. Quels sont les noms modernes des endroits suivants?  
*Ouïconfing*  
*Miciffipi*  
*Pekitanoni*  
*Akanfas*  
*Chicagou*
6. Regardez les mots suivants dans leur contexte et essayez de trouver une définition.  
 Occident  
 pénible  
 vivres  
 craignaient (craignoient)  
 bourgade
7. Tracez sur une carte du 17<sup>e</sup> siècle, la route décrite dans le texte. Faites la même chose sur une carte moderne? Quels obstacles y avait-il au 17<sup>e</sup> siècle? Quels obstacles les explorateurs rencontreraient-ils aujourd'hui? Par moyen de *Google Earth*, suivez le chemin décrit par le Père Charlevoix.  
 Jayne Abrate  
 Secrétaire générale  
 [abrate@frenchteachers.org]

**SEE YOU IN  
SAINT LOUIS!**

July 16-19, 2017

## À VOTRE AVIS ... A PLACE TO SHARE IDEAS, THOUGHTS, AND PRACTICES

### Question: What Francophone song do you like to use in class and how do you use it?

- **Chanson: Jena Lee "US Boy" submitted by Nikki Kaltenbach-Hollis, Southwestern High School**

"US Boy" is fun because it is accessible to U.S. kids. I have it on my French play list that I use for background music for written work in French 1 (but they keep requesting it in French 2 and up). When I finally use the song in class with a look at the lyrics, we start by discussing what they think French teens are like. Where do they get their ideas about French people in general? Then, we look at the lyrics, full of cognates, because the references are all to American pop culture. We wrap up discussion with a look at the video again, keeping in mind how our students treat exchange students and how the video reflects the American high school experience—as seen in the movies and TV.

- **Chanson: HK et les Saltimbanks "Ce soir nous irons au bal" submitted by Nancy Oakes**

This is a song for the victims of November 13, 2015 in Paris and can be used to teach personal identity, diversity, multiculturalism, etc.

- **Chanson: Mes Aïeux "Dégénération" submitted by David Graham, Clinton Community College**

This song is a musical ode to Québec society and how lives and lifestyles have been affected by progress. (Activity on the wiki)

- **Chanson: Joe Dassin "Aux Champs-Élysées" and "Ah les crocodiles" submitted by Crystal Menninga, Pope Francis High School**

"Aux Champs-Élysées" is a student favorite. I use many songs in class to build vocabulary, examine grammar, and explore more complex text, but I reserve this song for fun. I play it first as background music and eventually play it for their song of the week. I wait to hand out a lyrics page until the students have started to sing along (I use a YouTube video with the lyrics, so the students have an idea of what the words are before getting the lyric sheet). Within a month, it is generally the most requested song for the rest of the year, and the students will sing along without any prompting.

A close second is the nursery song "Ah les crocodiles," which is silly and fun. I do a nursery rhyme/song unit with a

couple of my high school classes, and this is one of the songs that I introduce. It never fails to become someone's favorite *comptine*, and I have seen many fantastic parodies produced for their create-your-own-*comptine* project.

- **Chanson: Mika "Elle me dit" submitted by Kelly Simon, Vandegrift High School**

I use it in class to teach direct objects and to reinforce slang, culture, etc.. Students first circle all the direct objects; then I assign a stanza to each group to summarize in French. Then we listen to the song a couple of times with the video. Then, students must write their own short stanza of "Elle me dit"—what their mothers "nag" them about. Sometimes, depending on the class, I am able to get them to sing along with the original song while we listen to it another time.

- **Chanson: Stromae "Papaoutai" submitted by Nora Portillo, Southwestern College**

I use the song "Papaoutai" by Stromae for novice level (post-secondary). I use it in the family lesson. I start with a content based vocabulary/grammar presentation by introducing them to the current French presidential family (*famille moderne/recomposée*). Next we compare it to the American presidential family (*famille traditionnelle*). Students use the active vocabulary and grammar to describe both families. Then I introduce them to the *famille monoparentale* through Stromae's song. We focus on active vocabulary words and more on comprehension/identification questions. Students love the song and the message. We discuss the video, too, but in English. They tell me they go back to YouTube to look for more of his songs and they love them. (activity on the wiki)

Check out the AATF wiki [<http://frenchteachingresources.wikispaces.com>] for a complete list of song suggestions and activities indicated above.

**The question for the January issue is: What strategies have you successfully used to encourage those students who are reluctant to speak?**

Have an answer? Either e-mail it to [nbeditor@frenchteachers.org] with the subject line "À votre avis" or fill out the Google form to be posted on the AATF and the French Teachers in the U.S. Facebook pages.

Have a question you'd like answered? E-mail it to [nbeditor@frenchteachers.org] with the subject line "À votre avis."

(continued from page 2)

One of the highlights and the culminating event of the day was a *Chasse au Trésor* on the Dominican University campus. Working with a group, students had to understand and follow French clues to find the various stations and then either answer cultural questions or successfully carry out an activity before moving on to a new station. Prizes were awarded to the first two groups that completed the most stations in the time allowed.

The AATF applauds the efforts of these motivated young people, their teachers, and the entire staff of the *Journée Intensive en Français*, as they perfect their speaking competence, enhance their knowledge of history and culture of the Francophone world, and promote the continued learning of the French language.

For further information please contact Donna Czarnecki.

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[cdczarnecki@sbcglobal.net]

Sylvie Goutas, Assistant Director  
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## AATF OUTSTANDING SENIOR IN FRENCH AWARD

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

To qualify for the award, a student must:

- have maintained an "A" average in French;
- have maintained a "B" average overall;
- be in his or her senior year at a public or private secondary school or at a public or private college or university;
- have demonstrated exceptional commitment to the study of French

## CALENDAR OF EVENTS

**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].

**CENTER FOR THE STUDY OF LANGUAGES & CULTURES, UNIVERSITY OF NOTRE DAME**, March 31-April 1, 2017, Notre Dame, IN. Information: [http://cslc.nd.edu/research/conferences-and-symposiums/lets-talk/spring-2017/].

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, March 9-11, 2017, Chicago, IL. Information: Patrick T. Raven, Executive Director, CSCTFL, 7141A 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].

by participating in extracurricular activities related to French which may include but are not limited to the *Grand Concours*, study abroad, National French Week activities, Société honoraire de français (for high school students) or French Club, Pi Delta Phi (for university students), tutoring;

- at the time of graduation, have completed at least three years of formal French study;
  - be a non-native speaker of French;
  - be nominated by an AATF member.
- Only one student per school per year will be accepted.

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

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

July 16-19, 2017  
Saint Louis, MO



Watch for updates:

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

"Le Français dans une perspective globale: 'The Finest Confluence in the World'"

## AATF EXEMPLARY FRENCH PROGRAMS

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 apply on the official form by **February 15, 2017**.

Our submission procedures are changing. Complete submission information will be posted on the Web site when they are finalized. All applications must be submitted electronically. For the criteria, consult the AATF Web site at [www.frenchteachers.org].

## MY SUMMER STAGE IN VICHY

For those interested in improving their French and picking up new pedagogical techniques, I highly recommend



doing a *stage* at Cavilam in Vichy, France. I received an AATF Summer Scholarship to study there for two weeks in July. During the day, I took classes on pedagogy and French culture, and on weekends, the school offered field trips to see castles, forests, and historic towns. Participants were housed with families within walking distance of Cavilam. We ate breakfast and dinner with our families, while lunch was on our own at restaurants in town or in the school's cafeteria.

By participating in the program, I became more excited about teaching French. After ten years in the profession, I needed ideas about how to make lessons more engaging for students, and this happened while at Cavilam. I discovered TV5 Monde, new games to play with students, and writing activities that also require students to speak. I learned about French-speaking authors and their literature to teach in advanced-level courses. Through classes and talking to other French teachers from America, I came up with several dozen new activities to implement in the classroom this year. I spoke only French during my stay there—even with the fifteen other Americans. I took classes with French teachers from countries such as Mexico, Spain, Egypt, and Ireland. Our classes focused on reading, writing, speaking, intercultural/cultural and listening activities. The modern classrooms came equipped with Smart Boards, and we went to a computer lab to work on activities using TV5 Monde. Every day, we received many handouts that I will use with my classes. Some materials were also posted on line.

Students could attend lectures about contemporary French society, famous writers from French-speaking countries, and the transformation of students

into explorers of different cultures. Two authors—one of young adult literature and the other of Tunisian origin—spoke about their experiences writing books. In addition, textbook publishers spoke to us about their products, and I purchased books on skits and slams from the University of Grenoble Press.

Key to the experience was making new friends. At the school, I met other teachers from throughout the country who inspired me to teach more energetically and use more resources. During breaks and at lunch, we exchanged ideas about what activities worked for middle or high school students. We had a Facebook group page that we used to communicate with each other. I hope to see these wonderful friends as I continue to teach.

Cavilam's staff and faculty were friendly and welcoming, eating lunch with participants in the cafeteria. During breaks, the director mingled with participants; he wanted feedback about our experiences. The school also offers summer language classes for students interested in improving their French.

Nor did the school forget how we wanted to sample French food and drinks. One afternoon, we attended a reception at the town hall, where we drank *Kir Royal* as the mayor spoke about Cavilam's importance to the community. Another day, we snacked on local cheeses, vegetables, and bread on the rooftop of one of the buildings. On Friday mornings, the staff hosted a breakfast with coffee and croissants.

What good memories I guard of our excursions! On our first day in Vichy, we took a guided tour of the town, known for its artisanal springs, spas, and Art Deco architecture. We saw where Maréchal Pétain's government was housed during World War II, the opulent Opera, and the parks along the Allier River. We even sampled

the famous Vichy water and Pastille candies. Other excursions included a canoe ride in the Sioule Gorge; a visit to Rocamadour, a cliffside town that drew pilgrims during the Middle Ages; and tours of nearby castles and forests. Some participants traveled to Lyon, a world heritage site famous for its Roman ruins, converging rivers, and *nouvelle cuisine* at Paul Bocuse's restaurants. Others visited Clermont-Fernand, a city known for its Michelin tire factory, university, cheap beer, and jet-black cathedral made of lava stone. I hiked the Puy-de-Dôme, a famous dormant volcano rising out of the rolling hills, where I saw paragliders overhead and a man rescued by helicopter after he had broken his leg on the steep path. As a note, most excursions required a small payment from participants, and advance registration.

Some activities, such as participating in sporting events, watching French movies, and attending a school-sponsored party, were free.

For me, the experience at Cavilam renewed my excitement about teaching French again this fall. I returned home with a suitcase full of magazines, books, and handouts for activities that used technology, as well traditional methods such as skits, dialogues, and grammar exercises. I made new friends and now feel part of a larger community who will keep the instruction of French vibrant in our public and private schools. I absolutely loved the picturesque, safe town of Vichy with its lively downtown full of shops, restaurants, and churches. Thank you, AATF, for giving me the chance to participate in this program.

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### REMINDER: IMPORTANT DEADLINES AND DATES

- December 1 Outstanding Administrator Award (page 16)  
December 15 Proposals 2017 Convention in Saint Louis (page 24)  
Initial proposals for 2017 Future Leaders Program (page 7)  
Commissions proposals (page 11)  
January 15 ASFAP Scholarships (page 4)  
AATF Cinema Manual, Vol. 3, proposals (page 4)  
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February 15 AATF Summer Scholarships (Web site)  
2017 Exemplary Program Awards (page 22)  
March 1 Rebecca and Jean-Paul Valette Legacy Award (page 1)  
FLES\* Poster Contest (page 18)  
AATF Small Grants (page 16)  
March 15 Walter Jensen Scholarship (page 16)

### AATF HONOR SOCIETIES

A chapter of the *Société Honoraire de Français* (SHF) provides an opportunity to recognize outstanding high school scholarship in the study of French, the placement of a special seal on the graduate's diploma, the wearing of a blue/white/red cord at graduation, and the right to wear the official emblem of the society. It provides a vehicle for focusing activities around French and for encouraging member participation in the annual writing contest as well as application for travel grants.

The Web site [[www.frenchteachers.org/shf](http://www.frenchteachers.org/shf)] contains information about starting a chapter, a sample constitution, suggestions for initiation ceremonies. All forms are posted, and materials and charters are also available through the AATF On-line Store.

A new society, called *Jeunes Amis du Français* (JAF) functions similarly to the SHF. Any middle or elementary school teacher can request a JAF Charter for a one-time fee. A school must select the Cultural or Academic option. Sponsoring

### CALL FOR PROPOSALS 2017 CONVENTION IN SAINT LOUIS

The on-line call for proposals for the 2017 AATF convention, to be held July 16-19 at the Hyatt Hotel in Saint Louis, has been posted on the AATF Web site at [[www.frenchteachers.org](http://www.frenchteachers.org)]. Proposals will be accepted until **December 15, 2016**. All those interested in submitting a proposal should consult the AATF Web site. The theme for this year's convention is "*Le Français dans une perspective globale: 'The Finest Confluence in the World.'*" Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

teachers must be current AATF members.

There is a per student induction fee for both JAF and SHF. Each student will receive a certificate attesting to his or her membership. Additional materials are available for purchase.

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