Convention Highlights: Saint Louis in 2017

The upcoming AATF convention will take place from July 16 to July 19, 2017 in Saint Louis, Missouri.

Hotel

The convention will be held at the Hyatt Regency at the Arch, 315 Chestnut Street, Saint Louis, MO 63102. The rate that we have negotiated for convention-goers is $154 US + taxes for single or double rooms. Go to this link to reserve a room: [https://resweb.passkey.com/go/AATF2017]. A roommate list will be available. The deadline for reserving a room at the convention rate is June 15, 2017.

The hotel is located only 15 miles from the airport. The sights and sounds of downtown Saint Louis are easily accessible from the hotel.

Registration

Registration opened March 20. There are several rates which vary according to the excursions and activities chosen. Early Bird Basic Registration (available until May 15) is $250 and includes full participation in sessions and exhibits plus the opening reception, convention mallette, and dictée. A Full Registration Package of $350 also includes the Welcome Luncheon, Awards Banquet, and one workshop or walking tour. A higher Registration Only rate of $300 will apply May 16-July 1.

Program

We are planning a high-quality program with presentations and workshops led by AATF members from around the country (see page 26). We will also have a selection of exhibitor sessions, sessions led by the chairs of our AATF commissions (see page 9), and sessions and workshops on AP, the Grand Concours, and the French Honor Society. The convention will again be preceded by our Leadership Fellows Program for future chapter leaders.

Our keynote speaker will be cinéaste Mariette Monpierre (see page 20). 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 woman’s return to the island in search of her father. We hope to be able to show the film during the convention.

Activities

Sunday, July 16 (12:00-1:30 p.m.): Welcome Luncheon where members can meet others from their region. Cost: $55 per person. Lunch Buffet Menu includes: Pasta Fagioli, Tomato/Artichoke/Radicchio Salad, Chicken (continued on page 3)
The following is the winning essay from the 2016 National French Week Essay Contest, written by Jack Cackley from Wakefield High School, Arlington, VA. Jack is the student of Katy Wheelock (see contests page 30).

“Every language has the same fundamental purpose: communication. It is the most basic way for human beings to interact with each other and collaborate. So when we learn a new language what we essentially are doing is gaining the ability to interact with whole new segments of the world’s population in an infinitely more effective way. This ability to communicate opens many doors, opportunities for cooperation, criticism, negotiation. It also allows us to experience another ethnicity’s culture in a more authentic and firsthand way. Visiting a country with an understanding of the language is most definitely more rewarding than visiting somewhere with no knowledge of their dialect. This exposure to other cultures with both similar and different affectations to American culture would foster students who were more accepting and understanding of other ethnicities and experiences. Thusly an expansion of the way French is taught and learned would not only give students the tools to experience the French culture more completely it would also provide an experience that would develop students’ ability to be better citizens of both America and the world.”

NATIONAL FRENCH WEEK ESSAY WINNER

AATF NATIONAL BULLETIN
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Editor: Megan Diercks
Reading Committee: Karen Campbell-Kuebler, Towson University, MD; DeLynn Denton, Flower Mound High School, TX; Rebecca Léal, Elmhurst College, IL; Gisèle Loriot-Raymer, Northern Kentucky University, Highland Heights, KY; Laurel Mayo, University of Texas at Arlington (ret); Audra Merfeld-Langston, Missouri Science & Technology, Rolla, MO; Alain Ranwez, Metropolitan State University (ret), Denver, CO.

The AATF National Bulletin (ISSN 0883-6795) has its editorial offices at Megan Diercks, Colorado School of Mines, Stratton Hall, 1500 Illinois Street, Golden, CO 80401; e-mail: [nbeditor@frenchteachers.org]. Correspondence should be sent to the editor at this address. The American Association of Teachers of French publishes the National Bulletin four times a year (Sept., Nov., Jan., Apr.) as a service to members in supplement to the official journal of the association, the French Review. Subscription to the National Bulletin requires membership in the organization. Periodicals postage paid at Champaign, IL. Post Office. Office of Publication: AATF, 302 North Granite Street, Marion, IL 62959-2346.

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Please note: Because of convention dates and other deadlines, 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.
Morning Workshop Cost: $30  
Afternoon Museum Visit Cost: $40
All Day Workshop & Visit Cost: $60

Sunday, July 16 (2:00-4:00 p.m.) or
Monday, July 17 (4:00-6:00 p.m.)

Walking Tour of Old Saint Louis


Wednesday, July 19 (12:00 p.m. Departure) through Thursday, July 20 (5:00 p.m. Return):
Tour of French Colonial Sainte Genevieve and French Creole Sites in Illinois

Visit historic sites in Sainte Genevieve, MO, founded in 1735. A French-speaking guide will accompany participants on tours of historic buildings, including the Louis Bolduc home (c. 1792), the church, the Amoureux House historic site, the Jacques Giuboud Home (c. 1806), ending with a wine tasting at the Bequet-Ribault house. Following dinner, participants will stay in several B&Bs in Sainte Genevieve.

The next morning, after time for shopping and further exploration, we will depart toward Illinois, including a stop at the Liberty Bell of the West on historic Kaskaskia Island. In Illinois, the group will visit the Pierre Menard Home and Gardens, followed by a picnic box lunch at Fort Kaskasia State Park overlooking the Mississippi River.

After a stop at the Boismenue House (c. 1788) in Dupo, IL (formerly Prairie du Pont), the final stop will be in Cahokia, IL where there will be time to visit the Cahokia Court House (c. 1744) and Holy Family Church (c. 1799) before returning to Saint Louis. Cost: $250 (a supplement to be determined at a later date will be added for single rooms) includes meals, lodging, transportation, guide, and entrance fees.

What’s New in the French Review?

Vol. 90, No. 4 (May 2017)

- “When Ourika Discovered She Wasn’t White: A Lacanian Analysis of Romantic Ennui in Claire de Duras’s Ourika” (Cunningham)
- “Ihiding and After: Childhood, Adolescence, and Poetic Vision in Vargiflig and Rédas” (Prevots)
- “The Subversive Potential of Ghostly Girlhood in Anne Claire Poirier’s La fin des étés” (Willis)
- “Voix-ci la fille: The Becoming, Presence, and Voice of an Algerian Girl in Malika Mokeddem’s L’interdite” (Brooks)
- “The Challenges of Childhood in a Comic Light in Amélie Nothomb’s Métaphysique des tubes” (Madigan)
- “La place des pères de Marcel/Proust dans A la recherche du temps perdu” (Wang)
- “Le ‘père toxique’ et la ‘fille remède’ dans le premier récit de Trois femmes puissantes de Marie NDiaye (Schaffusser)
- “Bilan cinématographique 2015–2016: diversité et audace” (Brunet, Bistière)
- “Femmes, politique et loi salique dans Nétilis de Marie-Catherine de Villedieu: l’habileté au pouvoir par l’invisibilisation” (Mathieu)
- “Annie Ernaux and Sophie Calle: Agency and the Ambient Language of Everyday Life” (Armstrong)
- “Espaces identitaires et discours paratopique chez Ousmane Sembène” (Edwards)
- “Palimpsest in the Rap Lyrics of Abd Al Malik: Rejuvenating the Study of Poetry” (Poteau-Tralie, Cook)
- “Histoires modernes de Paris: Idealization versus Reality” (Katz Bours)
- “Digital Tasks for Advanced Learners: The Case of La Princesse de Clèves” (Scott, Wilson, Hughes)
GREATER KANSAS CITY CHAPTER ENCOURAGES STUDENTS TO BECOME FRENCH TEACHERS

Ten years ago the Greater Kansas City Chapter started a new program, an Academy of Future French Teachers. Although the chapter is small, this program was a significant and innovative way to encourage high school students to consider the teaching of French as a career. I am very proud that we were proactive at a time when the teaching of French was severely threatened. I encourage you to consider implementing a similar program. We must continue to do all that we can to provide qualified French instructors for our schools and universities.

Our first Future French Teachers Day was held on April 28, 2007. In preparation, Kathleen Madigan, Chapter President, had applied for and received, an AATF Small Grant to fund this project. As Katie stated in her announcement of the project, “the purpose of the day is to encourage students currently in high school to become future French teachers.” Local AATF members were allowed to nominate up to four students to participate in the Saturday event, which included lunch at a well-known Swiss restaurant, followed by a panel discussion held at a local university. We eventually had two more Future French Teacher Academies, held at both Rockhurst University in Kansas City, MO and at Missouri Western State University in Saint Joseph.

Although senior and junior students were given priority, teachers could nominate sophomore and freshman students as well. Teachers were asked to rank the students they nominated as well as explain the ranking in a couple of sentences. Students of chapter members were accepted until a specified number was reached. If space allowed, the event was opened to students in classes taught by non-members.

On a beautiful spring Saturday, local French teachers and their students gathered at the restaurant at 10:30 a.m. to chat and get to know each other. All panelists were invited to the luncheon. Their lunches were provided, as were the lunches of teachers who attended with their selected students. At 12:30 we went to a near-by university for the panel discussion, which lasted until 2:30 p.m. Announcements and the presentation of certificates to student participants ended the day. Panelists were French teachers at the middle and high school levels, university professors and a former assistante d’anglais who talked about her experience teaching English in France. We focused on the benefits and opportunities available to French teachers, why we loved teaching French, and how teaching French had given us so many amazing opportunities for involvement in our communities as well as exciting travel.

Although an interesting experience for both teachers and students, we never did collect any information on the impact of this program. Perhaps each participating teacher knows whether this program did have an impact on the students selected to participate. If you know of a student who did go on to become a teacher, or if you were a student participant, I would love to hear your story.

I can, however, tell you of one success story. In November 2016 I attended a book talk by Antoine Laurain, author of Le Chapeau de Mitterrand, La femme au carnet rouge, and now, Balkovide franaise. Standing in line to have him sign my books, a young lady asked if I had served as president of the AATF. When I responded that I had, she went on to tell me that she remembered me as a panelist at that first Academy of Future French Teachers that was held in the spring of 2007. She is now a French teacher in the Shawnee Mission District in Kansas. Rebecca Haden was happy to describe how this event made an impact on her. “I remember I attended because my teacher (Maryvonne Marshall), suggested that I might be interested, and prior to that point, I really had never considered becoming a French teacher. I had loved taking French throughout high school, and I knew I was interested in becoming a teacher, but I had never put the two together before. The Academy, then, was a great opportunity for me to learn more about what it’s like to teach French and hear from other French teachers in the area about the various experiences and opportunities they had encountered through their careers in teaching French. It obviously had a lasting impact on me, as now 10 years later, I am finishing my third year in the profession and find it hard to imagine teaching anything else!”

Lately, it has become more difficult in some areas and some districts to find qualified French teachers to start new programs or to replace those who decide to leave a position or retire. Please encourage your students to become French teachers. Organizing an academy for interested students in your area is one way to make that a reality.

Ann Sunderland
AATF Past-President
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MARK YOUR CALENDAR!
JOIN US IN SAINT LOUIS IN 2017!
Attend the 90th annual AATF convention as we meet in Saint Louis. Join more than 400 colleagues from across the U.S. as we celebrate the French language and all its cultures.

AATF Twitter / Facebook @AATFFrench
QUELLE EST VOTRE UTOPIE? À QUEL MONDE MEILLEUR TRAVAILLEZ-VOUS?


Que bâtissons-nous collectivement, nous enseignants de français? ...
Quel prof peut-il vous encourager? Quel voyage, au propre ou au figuré, allez-vous entreprendre avec vos élèves? Quel nouvel outil pouvez-vous montrer à un collègue? ... Quelle est votre utopie?
À quel monde meilleur travaillez-vous?

imaginaires et donc d’échapper à la censure politique ou religieuse.

Pour les Français l’utopie reste avant tout littéraire et imaginaire. Les États-Unis d’Amérique, par contre, sont sur le terrain de véritables utopies, tout d’abord en Nouvelle-Angleterre. Mais toute la région du Midwest, et plus particulièrement la région de Saint-Louis, où se tiendra la 90ème congrès annuel de l’AAIF ce mois de juillet, viti s’installer de nombreux projets utopiques et communalistes, voire séparatistes, séculaires ou religieux. De 1805 à 1828 les Shakers, cherchant de nouveaux fédèles, s’établirent à la fois en Ohio (communauté de Union Village) et dans l’Indiana. Bien d’autres tentatives communautaires utopiques, qu’elles soient perfectionnistes, coopératives ou anti-capitalistes, étaient ouvertes aux filles et aux garçons à une époque où ce n’était pas le cas ailleurs.


2017 National French Week November 1-7
nauté adopta le capitalisme et finit par s’installer dans l’Iowa de l’ouest. 
Cabet, lui, mourut à Saint-Louis où il s’était exilé fin 1856 avec une partie 
du groupe après la sécession, mais sa communauté survécut quelques temps, 
publiant la *Nouvelle Revue Icarienne* et se posant finalement à Cheltenham, 
asie de Saint-Louis.

Le projet utopique de Cabet était strict et particulièrement défini, avec 
une constitution de 183 articles. Icaria elle-même fut officiellement certifiée 
et que corporation et république 
démocratique. On sait que les jour-
nées étaient très réglementées, les 
repas communaux se prenaient en réfectoire, par exemple. Mais la vie à 
Icaria (Nauvoo) y était raffinée, avec 
de nombreuses activités musicales et 
théâtrales ainsi qu’une énorme biblio-
thèque. Dès 1849 les enfants, garçons 
et filles, reçurent une éducation commu-
nale collective. Cependant, tout ceci 
n’empêcha pas la discorde de se semer 
et deux clans de se former, menant 
finalement à la dissolution de cette 
tentative utopienne. Lisez l’intéres-
sant livre de Robert Sutton, *Heartland 
Utopias* (chapitre Icaria, 89-111), pour 
mieux comprendre ce qui mena cette 
communauté à sa perte.

La présence française est toujours per-
ceptible dans la région de Saint-Louis; 
c’est l’une des raisons pour lesquelles 
ous nous y retrouverons pour notre 
congrès annuel cet été. Je compte sur 
vous pour venir nous rejoindre! Nous 
voilà promettant un excellent pro-
gramme et des visites stimulantes. Bien 
des sites de la présence française ont 
disparu, mais il nous en reste encore 
avoir et découvrir. Le cœur de cette 
région et de cette ville de Saint-Louis, 
du nom de Louis IX, a longtemps 
battu au son et au rythme de la langue 
et de la culture françaises. Nous nous 
devons d’honorer ce passé. Qu’il soit 
historique, social, artistique, créole, ar-
chitectural avec le style créole français 
sainte-Geneviève, religieux avec le 
couvent des Ursulines à Saint-Louis, 
idéaliste et utopique avec les projets 
de Cabet et ceux inspirés par Fourier, 
commercial avec le succès du célèbre 
chocolatier français Karl Bissing 
s’exilant en 1845, intéressons-nous, 
et célébrons l’héritage français de 

*Que bâtissons-nous collectivement, 
ous enseignants de français? Pour-
quoi? Quel sens donnez-vous aux 
quatre piliers majeurs de l’Organisation 
Internationale de la Francophonie 
(OIF) et quelle place leur acce-
dez-vous dans votre enseignement? 
Quelles nouvelles techniques pédá-
gogiques allez-vous apprendre ou 
adopter? Quel jeune prof pouvez-vous 
encourager? Quel voyage, au propre 
et au figuré, allez-vous entreprendre 
avec vos élèves? Quel nouvel outil 
pouvez-vous montrer à un collègue? 
Comment pouvez-vous convaincre 
Votre directeur d’école d’un nouveau 
projet? Quelle est votre utopie? À quel 
monde meilleur travaillez-vous?*

Sachez que l’AATF est là pour vous ai-
der. Pour nous, «en aucun lieu n’existe 
pas. Nous sommes là pour vous, où 
que vous soyez, travaillant à défendre 
la cause du français pour vous et à vos 
côtés. Nous vous épaulons et vous sou-
tenons dans vos rêves et vos ambitions.

*Catherine Daniélou, 
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MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Dans son message la Présidente a parlé d’autopies, de rêves idéaux qui ont guidé les explorateurs de la Nouvelle-France et de la Vallée du Mississippi. J’aimerais revenir au présent pour parler de l’actualité de la vie d’enseignant. Les douze derniers mois n’ont pas été sans traumatismes personnels et professionnels pour beaucoup d’entre nous, sans parler de secousses sociales.

Être professeur de français, quel que soit le niveau, est une vocation mais aussi un défi. Tous les jours nous faisons face aux gens qui refusent de voir la valeur du français, qui cherchent à réduire l’enseignement à des logiciels par lesquels on peut tout apprendre, qui dénigrent le métier de professeur. Nous espérons inspirer nos élèves à sortir des confins de leur vision forcément restreinte du monde où ils vivent pour imaginer les possibilités offertes par d’autres cultures, d’autres personnes, d’autres réalités. Notre plus grande récompense est de faire naître dans le cœur de nos élèves la même passion pour le français que nous ressentons.

Il est parfois difficile de se souvenir de cet idéal devant la routine quotidienne et les tracasseries administratives. Mais plus que jamais il nous faut montrer dans la salle de classe et dans la vie en général un esprit d’ouverture, une compassion et une volonté de comprendre l’autre.


L’AATF ne pourrait pas survivre sans l’enthousiasme et la passion de ses volontaires. De la secrétaire du chapitre local jusqu’à la présidente de l’AATF, à chaque niveau les personnes qui se dévouent à l’AATF m’inspirent par leur altruisme, par leur volonté d’aider et par leur générosité. Quoiqu’elles ne soient pas francophones, les jeunes femmes qui travaillent au bureau national, Lindsay, Christy et Denise, sont certainement devenues francophiles. Lindsay et Denise se paient même des leçons de français afin de pouvoir profiter pleinement du congrès de 2018 en Martinique. Nous, personnel, officiers, volontaires, formons une communauté de francophones et de francophiles dans laquelle on voudrait accueillir tous les membres de l’AATF.

Venez participer au congrès de Saint-Louis où nous fêterons notre héritage francophone en suivant les traces laissées il y a presque 400 ans par les explorateurs des Grands Lacs et du pays des Illinois, créateurs de forts existant, recréés ou disparus, missionnaires, tous attachés et transportés par un fleuve mythique. Venez participer à la communauté des professeurs de français qui vous accueillerait les bras ouverts.

Jaye Abrate
Secrétaire générale
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MEMBERS’ NOTES

Andrea Behn, Wisconsin Chapter President, was the Wisconsin Association for Language Teachers (WAFLT) Teacher of the Year and was selected as a 2017 Central States Conference on the Teaching of Foreign Languages (CSTFL) Teacher of the Year Finalist.

Nebraska Chapter President Cara Heminger received the Nebraska International Languages Association 2016 Outstanding World Language Educator Award.

Tia LeBrun, Louisiana Chapter treasurer, former French teacher at Henry Heights Elementary School, and current World Language/Immersion Specialist for the Lafayette Parish School System in Lake Charles, LA, was selected as the 2016 Louisiana Foreign Language Teachers Association (LFLTA) Teacher of the Year.

Former Ralston High School (NE) French teacher and adjunct professor at Creighton University Jan Lund, was promoted to the rank of Officier dans l’Ordre des Palmes académiques.

Catherine Ousselin, Region IX Representative, is the regional finalist for the Pacific Northwest Council for Languages (PNCFL) for ACTFL’s Teacher of the Year Award.

The North Texas Chapter celebrates the accomplishments of Jane Shea, Plano ISD, who presented at the annual convention of the Texas Foreign Language Association (TFLA). Her talk, “Interpersonal Conversation: Train Students To Succeed On Interpersonal Assessment from Level 1 through AP,” in collaboration with Greg Shields, TFLA Teacher of the Year, was selected as Best of TFLA. This selection made it possible for Jane and Greg to compete in March at the SWCOLT Conference.

Connecticut Chapter president Jon Shee has been named a Chevalier dans l’Ordre des Palmes académiques. The Chapter is grateful that his work and support for French culture and teaching has been recognized and appreciated.
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If you are looking for support or information from the Government of Quebec regarding any of their programs, you can go to their Website to find the most current information for each of the delegations, including Atlanta, Boston, Chicago, Los Angeles, New York, and Washington. Go to [www.gouv.qc.ca/portal/quebec/international/usa/delegations/]

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Commission on Technology Catherine Ousselin, Chair [2019]  
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Commission on Universities  
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TRANSFORM LEARNING WITH SEESAW
This year I began using Seesaw in my classroom after seeing it in action during Catherine Ousselin’s ACTFL presentation. It has enhanced my classroom is so many ways. It is the perfect app for the language classroom as it is an ideal format to capture presentational writing and speaking, and interpersonal speaking. It is also a fabulous tool to assist students with interpretative reading. Seesaw easily creates student portfolios that you can share automatically with parents. It also keeps all student assignments in one place. Students can upload documents and projects created on other apps to share with each other, you, the teacher, and their parents. On top of this, you are in complete control of everything that is posted, and everyone who can see the site. Security is a top priority with the Seesaw app, yet it is so simple for teachers to maintain.

Here are a few ways we have used Seesaw in the classroom over the last few months:

- Students label vocabulary on a picture and describe it orally.
- Students upload a video project
  - Students record an interpersonal conversation
  - Students respond to each other’s video questions.
  - Students draw a picture online based on an audio prompt

I have not been so excited about an app for the language classroom since the appearance of EDPuzzle a few years ago. Seesaw works on every kind of technology your students can access, is easy to use for both students and teachers, and it has the added bonus of allowing parents a view into your classroom and their student’s language progress. I highly recommend it.

Jennifer Hoban  
Louisville Collegiate School (KY)  
[jhoban@loucol.com]
GOING GLOBAL IN A SMALL TOWN

Hidden among the towering forests and snow-covered mountains of Montana, there exists a special world of French teachers. We are separated from colleagues by vast prairies and winding rivers. Our programs are few and far between, especially in small towns that can still boast one-room schoolhouses. Field trips to a Monet exhibit? Dining at a French restaurant? Enjoying a French film festival? Forget about it. Our local Wal-Mart is the extent of our gourmet food options. We teach in schools where there is no language requirement, and we send students off to state universities without any entrance requirements. Every day we are reminded that we are not unlike most rural public schools. And yet, in our small valley nestled outside Glacier National Park, Glacier High School in Kalispell has seen its French program grow from 90 students to over 200 in less than five years. We’ve added a new teacher, an AP class, and a new plaque.

Economic status, could find a program that fit their needs. We started offering French Club, La Société Honoraire de Français, Soirée du Ciné, Opération Bonheur, Soirée d’Immersion, Café et Conversation, and more. We ramped up our social media presence so that every event and class project was seen by anyone with an Internet connection. Videos were made, brochures created, posters designed; if we could showcase our program, we were there. Every counselor, school board member, and media outlet was updated almost daily on our students’ adventures. Squeaky wheel? We were more like a roaring engine.

In our classrooms, we focused on making it feel like students were not just taking a class but becoming a part of a family. Traditions that students could share with each other such as the invitation-only Dîner en Blanc that takes place in a secret location around our school prior to the AP French exam, distinction for our program was not something I took lightly. I wondered if it was even possible to explain how our students felt when they entered my French classroom on paper and if it was worthy of this coveted distinction. Was it really important that we were “the best” when I spent so much time telling my students that what was really important was the sense of community that they felt in my classroom rather than an A grade? I also knew that we were up against schools that had more funds than we had, larger programs than we had, and more opportunities to offer our students than we had. Were we, in fact, truly exemplary?

Fortunately, I was trained by incredibly dynamic, motivated, and caring language teachers. Lowell Hoeff, Erin Gutschow, Paula Shewmake, Bob Mohar, Nadine Butler, Andrea Behn, Edna Feldman-Schultz, these individuals continue to inspire me to provide the best quality program for my students. Having mentors such as these meant that I never knew a world language educator who wasn’t incredibly passionate, who didn’t go above and beyond what was expected of them, and who put their students above almost all else. They simply didn’t know any other way to teach, and as a result, neither do I.

I decided that if we were to apply, my students and I would apply together.

When introduced to the idea in September, I received a resounding “Well duh, Madame,” in typical teenage fashion. That was enough of an answer for me. We spent the first six months of the year deciding what we should and shouldn’t include, carefully selecting photos, newspaper stories, and, in their words, “only the cool” projects. Our application was over 300 pages long and we pushed the “submit” button together. This was their program and their chance to shine. The wait to find out the results was excruciating, most likely exacerbated by the fact that my students asked me about it every single day.

... the “Life After Languages” alumni panel every January helped them see what their lives could be like if they continued with their French studies.

to our school’s trophy case that entitles us to call ourselves “Exemplary.” What started as a drive to survive became a chance not only to change how our students view languages but also how they view themselves.

Our program thrives on sheer enthusiasm. Enthusiasm from our administration, from our staff, and most importantly, from our students. During those long, cold Montana winters, sometimes that enthusiasm is truly all we have. Without the ability to offer flashy “extras” to students or a graduation requirement to fall back on, we set on a different path to make sure our program grew and flourished. We made a point of collaborating with our Spanish counterparts to make sure that our motto of “Glacier Goes Global” rang true for all of our school’s language students. School-wide celebrations, such as International Education Week, became an annual tradition and involved the entire population of 1300 students. We tackled our travel and hosting/exchange offerings, ensuring that all students, regardless of socio-

or the “Life After Languages” alumni panel every January helped them see what their lives could be like if they continued with their French studies.

AATF Twitter / Facebook @ AATFrench
CHAPTER NEWS

Alaska
En ce moment, nous nous préparons pour la deuxième partie de “Déclaration,” un concours de poésie, dialogues, discours et questions sur la culture. C’est une compétition de toutes les langues enseignées à Anchorage.

Colorado/Wyoming
Thank you to Fawzia Ahmad, outgoing President of this active chapter. Elections were held, and Julene Moore is the new Vice-President and Megan Diercks, the new President. Félicitations!

Connecticut
This year again, the chapter has continued its exciting webinar program to help the modern French teacher. Topics for 2017 include:
- Project Based Learning: Engage Your Students in Real-World Challenges
- Supercharge Quizlet
- Google Sheets to Create SelfCalculating Rubrics

The annual “Rentrée” gathered teachers from all over Connecticut to meet and socialize at a local restaurant. There was also a fantastic live performance by “Les Tappan Ziguens,” featuring Mikel Berrier, Brunswick School, member of the Chapter Comité exécutif.

In October two dozen teachers met at the Hill-Stead Museum in Farmington, for a French-language tour of the home let by a docent and viewed a collection of French Impressionist paintings by Monet, Manet, Degas, and others. The introduction to the museum also included an overview of their programs for student field trips.

In January, the chapter sponsored its fourth annual “Teachers’ Tip Swap.” Over 40 teachers enjoyed professional development with fun, friends, food and drinks.

Special Sound Tigers Hockey French Night took place in February in Bridgeport. The evening features LIVE announcements and scoreboard messages in French during the game as well as a private meet & greet session with the Francophone hockey players after the game.

Starting in December the chapter offers a new feature, ConnectiScope, on its website [www.aatft.org]. It is a database of local resources for Connecticut French teachers.

AATF EXCELLENCE IN FRENCH AWARD

The AATF has established an 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 page 31) 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 [stra@frenchteachers.org].
REGION VII: SOUTH CENTRAL

In Memoriam: The year 2017 began on a very sad note for members of the Central Texas Chapter as well as French educators nationwide with the passing of Marc Prévost, one of the co-authors of Horizons and a beloved professor of French at Austin Community College. Anne Cirella-Urrutia, Chapter President, recalls his visit to the chapter as guest of honor and shares a favorite quote of his: “Do not go where the path may lead, go instead where there is no path and leave a trail” (Ralph Waldo Emerson). In her words, “Marc a laissé derrière lui un sentier éternel.”

French educators in the region distinguish themselves by their dedication, hard work, and creativity. To keep members informed of meetings and events, several presidents have developed a Web presence for their chapters and have created or updated Facebook pages, websites, and blogs. To learn more about how each chapter promotes the teaching and learning of French, visit the Region VII South Central website at [https://southcentral.frenchteachers.org].

Immersion and French Festival Programs For Teachers and Students

The North Texas Chapter organized Fête française last spring at the Dallas International School. High school students who participate can choose to compete in academic activities, including a dictée, vocabulary and grammar or culture tests, but mostly they show off their talents in many artistic events such as poetry reading, music, art, dance, sight reading, and more.

In April, the El Paso Chapter hosted “Passeport pour la Francophonie” hosted and organized by Ysleta ISD French teachers with the support of the LOTIE coordinators. Three hundred students attended presentations that teachers had prepared where they learned about many Francophone countries. They received a passport with their picture and a stamp for every session they attended.

Professional Development Programs Hosted by Various Chapters

In collaboration with the French Consulate in Houston, the Central Texas Chapter invited Congolese author Dominique Mwanuku, who talked about the power of fables and legends to transcend borders and cultures and the impact of drawings that help transport the readers beyond the boundaries of the tales.

The Kansas Chapter hosted its Journée française. Sessions and discussions focused on the theme of “Maladie and Médecine.” The day opened with the projection of Le Malade imaginaire.

The Arkansas Chapter organized its local French establishments to sponsor a film festival, study abroad trips, and other French activities.

The Arizona Chapter works to build teacher capacity with workshops and events each year.

The Hawaii Chapter had a fun workshop on food around France with a breakfast. They sponsored a journée d’immersion with the help of the Alliance française and invite teachers and students to come and participate in conversation groups. What an excellent idea! They also held a Christmas luncheon to celebrate at a local French restaurant.

The Northern California Chapter enjoyed their annual activity La Journée de Printemps and in Southern California, they enjoy their annual cocktail, which connects the French Consulate and the AATF. They are also planning an upcoming film critique.

Finally, the Utah Chapter is working to strengthen membership with a fun Conte de Fée Soirée followed by a visit to the new movie La Belle et La Bête in theaters. They had a great fall feast and will also enjoy a journée d’immersion in the spring. We are excited and look forward to another fabulous year.

Respectfully submitted,
Ryan Rocque
Region VIII Representative
[rooque@alpinedistrict.org]

REGION VIII SOUTHWEST

We have had a great year in the region. The chapters are growing and maintaining strength.

The San Diego Chapter worked to raise several hundred dollars to help buy lunches for Haitian Refugees who had come to Tijuana, Mexico. The chapter has an active Facebook page, with many announcements and updates [aatsandiego]. They support a soirée café with French conversation during French week at a local bakery. They maintain strong relations with the local colleges, the Alliance française, and the AATF Twitter / Facebook @ AATFrench

REGION IX: NORTHWEST

Region IX is a diverse region that covers a wide range from very active chapters to quieter chapters. We know that there are French teachers in North Dakota, South Dakota, Montana, and Idaho who are supporting strong French programs with activities and experiences! Please connect with me by e-mail so that we can acknowledge your efforts and successes.

The Colorado-Wyoming Chapter organized several activities for members
Congolesel author Dominique Mwankumi visiting the Central Texas AATF Chapter.

enthusiastically supports French teachers with mini-grants for travel and projects and our state World Language organization with sponsored mini-breaks at conferences including the COFLT-WAFLT bi-state conference. We also provided a coffee break for the recent TELL Collab Seattle unconference.

AATF members connected with French teachers at the two-day professional development workshop that focuses on Teacher Effectiveness and the Path to Proficiency. Additionally, our chapter supported the Seattle Jewish Film Festival and its Franco-phone films. This year’s film is The Origin of Violence by Elie Chouraqui.

Our well-known chapter newsletter Le Canard déchaîné, edited by John Robin Allen, is published four times a year and sent to local members as well as AATF chapters around the nation. Many thanks, JR for your dedication to this informative and thoughtful resource.

Have you ever invited 60+ students to cook five Francophone dishes within the first three weeks of la rentrée? Jenna Harvey and Catherine Ousselin of Mount Vernon High School continue the tradition as founding members of La Fête de la Gastronomie USA. Each year in September, the Ministère de l’Économie, de l’Industrie et du Numérique sponsors this three-day food and culture festival. In 2016, there were nearly 20 teachers in the U.S. who participated. Last year only six. If you are interested in learning more about this event, please connect with Catherine Ousselin. Look for the pictures on Instagram: #fetegastroUSA

While there is no longer an official AATF Oregon Chapter, WA/AK has invited Oregon French teachers to join their chapter and participate in bi-state activities. Oregon, Washington, and Alaska teachers shared lunch at the October bi-state conference in Portland, Oregon where they discussed programs and activities. Oregon French programs are stable with growth in smaller areas of the state.

I look forward to connecting with teachers in North Dakota, South Dakota, Montana, and Idaho this year!

Respectfully submitted
Catherine Ousselin
Region IX Representative
[catherineku72@gmail.com]

French Camp 2017! Chapter member Tina Irish organizes an outstanding experience for teachers and students. This year’s day camp was held at Mount Rainier High School. A nominal fee provides students with a full day of activities, food, a t-shirt, and lasting memories. Merci bien, Tina!

The WA/AK/BC/AB Chapter
PROMOTIONAL MATERIALS FOR THE CLASSROOM

Interactive Ideas for the French Classroom: Mingle, Bingo and Other Partner-based Activities
Newly published activity manual by Stacey Beth-Mackowiak Ayotte which includes more than a hundred classroom-ready activities organized by skill targeted. $20 (members)/$30 (nonmembers)

Allons au cinéma: Promoting French Through Films

Étudiants sans Frontières: Concepts and Models for Service-Learning in French (Vol. 1) and Integrating Service-Learning and Volunteer Opportunities into French Study Abroad Programs: A Guide for Educators and Students of French (Vol. 2)
Two volumes on implementing service-learning in the French classroom. Vol. 1 contains examples of successful service-learning programs at the high school and university level that can be implemented in the U.S. Vol. 2 contains strategies for implementing a service-learning component in study abroad and includes student testimonials. Vol. 1 and Vol. 2 $25 each; $40 for both.

Integrating Children’s Literature Into The Curriculum
Twelve Francophone children’s stories are presented with vocabulary and activities for the middle school classroom. Edited by Janel Lafond-Paquin, Chair, AATF Commission on Middle Schools. $25 (members)/$40 (nonmembers)

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

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

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

Making Global Connections Using French Language and Culture: Standards-Based Lessons
Manual produced by the AATF Student Standards Commission containing learning scenarios for novice through intermediate learners. $25 (members)/$40 (nonmembers)

Vive le français! Activities for the French Classroom
Collection of Classroom Activities and Saint les fêtes activities from past issues of the National Bulletin. $20 (members)/$30 (nonmembers)

Les Fables de la Fontaine Activities Manual
Collection of Classroom Activities activities to accompany the 2009-2010 National French Week poster. $20 (members)/$30 (nonmembers)

To order these materials send your order and payment to AATF Materials, 302 N. Granite St., Marion IL 62959. Direct questions to [aatf@frenchteachers.org]. Prices valid until 5/31/17.

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

Publications

___ Interactive Ideas... ($20/$30)  ___ Integrating Children’s Literature ($25/$40)
___ Calendrier perpétuel ($15/$20)  ___ Parlez-vous posters ($25/$40)
___ Making Global Connections: ($25/$40)  ___ Vive le français! ($20/$30)
___ Both Cinema Volumes ($40)  ___ Both Service Learning Volumes ($40)
___ Cuisiner et apprendre ($25/$40)  ___ Les Fables de la Fontaine ($20/$30)

TOTAL ENCLOSED ____________________________

Name: ______________________________________
Address: ____________________________________
City, State, Zip: _______________________________
Telephone: _________________________________ (H/W) E-mail: ______________________________
AATF Twitter / Facebook @ AATFrench
20TH ANNIVERSARY:
ANNUAL FRENCH PLAY
AT WHITTIER COLLEGE

On October 28, 2016, about 315 Francophiles of all ages came to Whittier College (CA) to see one of the most celebrated and studied existentialist plays, *Huis Clos* by Jean-Paul Sartre, performed by Compagnie Caravane in celebration of National French Week 2016. The event marked the 20th anniversary of this annual gathering of Francophiles from the greater Los Angeles at Whittier College!

*Huis Clos* was beautifully executed by a talented cast: André Newman, who also directed the play with the assistance of Stéphanie Laurent, played the role of Garcin alongside Raphaëlle Cambry as Inès, and Charlotte Baglan as Estelle. Pascal Germain interpreted the Garçon with a recording of his voice. The audience was mainly composed of high school and college students. It was clear that many teachers had spent time in their classes to prepare their students for the show. Students in our elementary French classes did oral presentations, answering sets of questions meant to ease their understanding of the play and to foster their appreciation of its philosophical underpinning. I shared these sets of questions with colleagues whose students were coming to the play.

This existentialist one-act play was broadly advertised by the office of French Cultural Service in Los Angeles, on the Southern California AATF Chapter website, the Whittier College website, as well as my own. I also reached out to many colleagues in the Los Angeles area. Sponsors helped keep the cost of the play accessible to students: the AATF and the Chapter, the Dept. of Modern Languages & Literatures, and the Ruth B. Center for the Performing Arts at Whittier College. I wish to take this opportunity to thank the groups mentioned above for their enthusiasm and support for this event.

Finally, *un immense merci* to the audience that attended this Francophile gathering and celebration!

Marie-Magdeleine Chirol
Whittier College (CA)
[mmchirol@kameleo.com]

HOW FRENCH IS RANKED

We are told over and over again that French was once the *lingua franca* of the European intellectual elite and the nobility of imperial Russia. Many who judge the relative importance of the language have allowed this eighteenth-century status to represent the pinnacle of French linguistic prowess. For them, much of what happened afterward was a steady decline towards insignificance. Recently, even the well-known linguist, John McWhorter, questioned whether French was an important language. ¹

The relative usefulness of French has been an issue since at least 813, when church councils declared that priests should preach *"in rustican romanam linguam" (francien and other regional languages)*, because Latin was no longer understood by parishioners. In the fourteenth century, when communication was sorely needed in the fractured France of the Hundred Years War, the French language (*francien*) took on its inter-regional identity, even the clerks no longer had consistent command of Latin. In 1539, François I issued the *Ordonnance de Villers-Cotterêts*, because faulty interpretation of Latin caused legal mishaps in courts of regions dominated by different Gallo-romance languages. At the time of the Revolution, it was estimated that only half of France's residents could communicate in French.²

The status of the language which a national government was counting on for vital communication was so shaky that a principal goal of the public-school system established in 1792 was to teach the French language. "Art. 3. Dans les contrés où l'on parle un idiome particulier, on enseignera à lire et à écrire en français, dans toutes les autres parties de l'instruction, l'enseignement se fera en même temps dans la langue française..." It is therefore laughable to think of this time as the pinnacle of French linguistic prowess.

There has to be a better way of assessing the relative usefulness of French. In the twenty-first century, the language of small clusters of intellectuals and wealthy nobles, but not the majority of people in its country of origin, would be unimpressive, to say the least.

Measuring the ever-expanding uses of French in the lives of the 99% and the width of its geographic distribution on five continents could give us a legitimate notion of its relative importance. This was the idea behind the research that led to the web resource.⁴

Here, the ranks assigned to French, within different functions and in different geographical regions, may vary with the assessor, with time, or with general and predicted growth of the actual numbers of French speakers. The picture that emerges is one of a language whose relative importance, based on every-day life, a vital and growing presence, is assured.

"How French is Ranked" is now linked to the AATF's first advocacy web site, where links are selected to present arguments and data in support of French programs.⁵

Robert "Tennessee Bob" Peckham
University of Tennessee-Martin (ret.)
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Notes

(All URLs were accessed 1/1/17)


AATF COMMISSION ON ADVOCACY UPDATE
The Commission works to advocate for French language programs at risk and to proactively disseminate information on the value of French language skills and knowledge of Francophone cultures both personally and professionally.

If you are aware of a French program at risk, please contact us, and we will make every effort to work with the local AATF chapter to support the program. Your suggestions and recommendations are always welcome.

The Commission maintains a webpage (Bob Peckham), wiki (Margot Steinhardt), and Facebook page (Kathy Stein Smith).


Please contact us directly with questions, or if you would like to participate in the work of the Commission.

You can find us online @
• Advocacy Depot [www.utm.edu/staff/globeb/advofr.shtml]
• Advocacy Facebook Page [AATF-commissiononadvocacy]
• Advocacy Wiki [https://frenchadvocacy.wikispaces.com]

Please feel free to contact me directly through the Facebook page or by email at [kathysteinsmith@gmail.com]. We look forward to seeing many of you at the Annual Convention!

UPDATE ON THE COMMISSION FOR THE PROMOTION OF FRENCH
Over the past two years the Commission has worked on a variety of projects. The first project was to create a wiki to share promotional resources created by members of the Commission. The wiki can be found at [http://frenchpromotion.wikispaces.com]. On the wiki you can find checklists for planning promotional events in your school or community, two downloadable 8.5 x 11 poster series, and a few other ideas for promotional activities provided by members of the AATF.

The second project was to create a video series with students at all levels talking about the impact that French has had on their lives. This project, unfortunately, did not take off as we had hoped and for the time being, work on it has been suspended in favor of new projects. The third project was to update with current statistics and information all the Commission’s flyers that had been released prior to 2010. This project has been completed and is awaiting the final approval.

At the Commission’s session during the 2016 National Convention in Austin, TX attendees were very enthusiastic about the work that had been done. When asked what they would like to see from the Commission in the future, the general consensus was the creation of full-sized promotional posters that could be purchased from AATF. While the exact content of those posters has yet to be decided, the Commission is hoping to pursue this project and continues to build the resources available on the wiki.

If you are interested in joining the commission or sharing some of the great promotional events you already do or materials you have created, please contact us at [aatffrenchpromotion@gmail.com].

Justin Frieman Charles
Chair

SOCIÉTÉ HONORAIRE DE FRANÇAIS UPDATE
Though we officially began our term of office on January 1, Teacher Representatives, Justin Frieman Charles and Katy Wheelock, and I established our first goal of increased visibility and communication last July in Austin. This June, you will find a newly-created annual report online, and you will even be able to upload pictures that we can use, with your permission, in our online newsletter, L’Élan, starting in the fall. Remember that filing a report is a requirement to maintain your active status. Christy Brown [shf@frenchteachers.org], our wonderful secretary at AATF headquarters, will process your orders (2023 of them last year!), but with the official AATF-SHF/AATF-JAF Facebook page, we hope to create a place for you to check-in regularly for ideas and, of course, to ask any questions that you may have. Former SHF President Sharon Rapp and former AATF President Ann Sunderland worked throughout last year to revise the constitution and the structure of the SHF National Council to better serve the sponsors, and together they created the middle school organization: Jeunes Amis du Français. I have always told my students and their parents that induction into the AATF-SHF/JAF represents the highest recognition for students of French. Whether you are teaching at the middle or high school, whether you are one of the 3666 established chapters or just thinking about starting a chapter, we all hope that you will join us!

Respectfully submitted,
Abbe Guillet
Président SHF
[anguillet@yahoo.fr]

AUPCOMING AATF CONVENTIONS
Join us as we celebrate the French-speaking world in:
• Martinique (July 18-21, 2018)
• Philadelphia (2019)
• Province de Québec (2020)

BE SURE TO VISIT THE JNCL WEBSITE
www.languagepolicy.org

AATF Twitter / Facebook @AATFrench
VISITONS LA FRANCE – VIRTUALLY!

After a trip to Paris in November, I experienced a personal turning point. Visiting Paris in the middle of the school year was a different experience, as I was mentally closer to the classroom/curriculum than I am during the summer. I knew that Google had a feature where one could walk down the street, and I had wanted to do something with that for some time. I was also somewhat unsatisfied with the level of big C culture that our curriculum offered the students and felt that doing a little every day would be a good thing. All of this together pushed me in this direction, and, one day, I decided to do it—to take my students on a virtual tour—and we’ve done it almost every day since.

My original objective with the virtual tours was simply to share a steady stream of some culture with the students. As it turns out, “some” is an understatement, and they really enjoy it. Is it because they just get to sit and listen or because they don’t have to do work? Or is it that they them are learning something interesting, if not useful.

To set up our virtual tour, I open a different browser window (separate set of tabs) for the day with the links that I want in the order in which I wish to present. This keeps me organized and efficient—I don’t want to waste a moment looking for something. In addition, I have a Word document that I use (sample available on the AATF wiki). I gather the information about several places at once, so they are ready to go when I’m ready to present. I try to find the following information about each place:

- History. My search term is “monument/city history,” and I generally take the first non-Wikipedia source.
- Vocabulary. I didn’t do this when I first started, but I realized that, to share in French, my lower levels

need some supporting vocabulary. I make a list of approximately five words that will help them while I talk in French. The list of vocabulary is written on a small dry-erase board and propped up on the ledge of my small white board. I refer to these words as I introduce and give background/history of the place. I point to them if needed. This enables me to talk about “tapisserie” or larger numbers in French. It simultaneously gives the kids more vocabulary and some listening practice.

- Map. I use Google maps for this. To save time, I set the map up how I want it (location marked, zoom-out the way I want to start, etc.), and I copy and paste the URL. This way, when I’m setting up my browser tabs, I don’t have to search for anything. (On occasion, station nearby, then moved ahead to walk near the highway before arriving at the stadium. For the Sainte-Chapelle, we started in front of the Conciergerie (which we had visited the day before) and then turned the corner and walked to it. I wanted the students to see how close they were to each other. Sometimes [www.impactstreetview.com] doesn’t do exactly what I want, so I need to type in the monument’s actual address.

Taking a walk down the street has several benefits. One day, I asked the students to compare and contrast the sights with those here in Frisco, TX. Another day, in a more commercial district, I asked them about brands that they saw and recognized. On our walk to the Centre Pompidou, we saw a Subway restaurant, so we stopped and looked at the signs. I love that the students are not only getting to see the monuments themselves, but they are also getting a better feel for how to get there and what the rest of Paris looks like—in between the famous places. (And we aren’t just doing Paris—I’ve got plans for other French towns, Canada, and Louisiana).

- 360-degree tour—Let’s go inside! Ideally, this is an actual tour that we can “walk” through, but the availability depends on the monument. For example, the Tour Eiffel has a phenomenal program (created by Google street view) that lets you “walk” around the upper levels of the Eiffel Tower. The Cathédrale Sainte-Cécile in Albi has an extensive website that includes 360 views of different parts of the cathedral. In contrast, since I could find nothing of the sort for the Conciergerie or the Centre Pompidou, what did we do? I showed 360-degree photos of the inside, sometimes several that I had found on various sites. Or sometimes, like the Centre Pompidou, I resort to photos from various websites (or

2017 National French Week November 1-7
my own photos). Using the search terms are “monument 360,” “monument virtual reality,” “monument virtual tour,” or “monument 360 tour” give the best results. Flat photos are not as fun as 360-degree photos or “walking” inside, but they still offer the opportunity to learn some culture.

- Live cam. Most monuments don’t have these, but if there is one, I keep the link.

- Video. On occasion, there is a video that I want to show. My Tour Eiffel file has two videos: one has a lot of stats and answers questions that the students would have, like “How tall is it?” and “Is it painted?” The other one is in French and showed how Google made its street view program of the Tour Eiffel. Even though it is entirely in French, I showed it to all levels (I-IV) because even if they don’t understand the language, there were still some great visuals that everyone could understand.

All classes go on the same “field trip.” For AP students, I give the entire presentation in French, of course, and ask that they make comments/ask questions in French, also. (They are still learning French, so occasionally we look up more useful words together.) For the French I students, I tend to give the introduction in French with the vocabulary support, then do most of the rest of it in English (but I also use French if I know that they will understand). For Level II and III, it’s a mixture of both languages. The goal is primarily cultural, with the aim for 90% in the target language.

The students are slowly contributing places that they want to visit, adding their choices to the list at the front of the room. We started with Notre Dame Cathedral in Paris because it’s iconic, I know it well, and it was easy to find things about it. I chose the first few destinations, then asked the students where they wanted to go. Now, it’s a mixture of their and my choices. Before Christmas, we visited the Eiffel Tower. It’s perhaps Paris’ most well-known monument and the students asked for it. Shortly after Christmas, we visited the Musée Carnavalet. My French I students had done a quick research project, and several said they wanted to visit it, so we did—especially interesting considering the real one is closed until 2019. I’ve had French III and IV students ask to visit the Conservatoire de Paris, Sciences Po, châteaux of the Loire Valley, and Mont St. Michel.

Not every student likes every place that we visit. At the end of each field trip, I ask them if this is a place that they would want to visit “on their next trip to Paris.” Most say yes, but some say no. The rate of interest in the Centre Pompidou was quite low. I was disappointed (because I’m a big fan of modern art), but I was glad that they now knew enough about it that they felt that they could form an opinion. After we visited the Catacombs, a few students said they wouldn’t visit due to claustrophobia. I would prefer that they know that before they attempted to visit the real thing. Overall, I think it serves a good purpose, even when the students don’t like where we go and, I think even if they wouldn’t visit in real life, there is still a level of appreciation for our virtual visit and what they have learned.

My students do not have a task except to enjoy the experience. Giving them an assignment means that my presentation would need to be more regimented. It would need to be more or a lesson, and I find that virtual field trips, like real field trips, have a lot of anticipated moments but also MANY unanticipated teachable moments, and I want to be able to explore those to the fullest. If someone wanted the students to do an activity related to the virtual field trip, she or he could create a graphic organizer where students had to keep track of each place visited and a quick summary. Additionally, these could be turned in to webquests. However, it would take far longer to complete, and we wouldn’t get to do them that often, therefore we wouldn’t visit as many places in a year. Also, there is real value in visiting with a knowledgeable guide (in this case, me). If I had sent them to the top of the Eiffel Tower by themselves, they would have just walked around. Since we went together, I could point out La Défense, Sacré-Cœur, the Seine, the Tour Montparnasse, etc. They had a better chance of knowing what they were seeing. Since we “go” as a group, all the students have a chance to contribute aloud, and we can learn from each other. It’s really a great learning experience.

My classes have visited the following places in/near Paris: Notre Dame Cathedral, la Conciergerie, la Sainte-Chapelle, les Catacombes, la Tour Eiffel, le Stade de France, les Galeries Lafayette (Christmas windows right before the holiday), le Musée Carnavalet, le Louvre, and le Musée de Cluny. Included in our visits, yet unanticipated, have been talks about medieval warfare, preserving and restoring tapestries, the Edict of Nantes, the bouquinistes, Marie Antoinette’s execution, quarries, modern art, and Matisse and Picasso. Not only are the students experiencing new places, but are forging connections.

In our upcoming “field trips” we branch out of Paris to spend a couple of days in Albi—the first to see the town, and to talk a little about Henri de Toulouse-Lautrec (he was born there and his museum is there); the second to visit Sainte Cécile Cathédral and learn about the Albigensian Crusade and the Cathars. After that, we’ll spend some time in Canada, and Louisiana for Mardi Gras.

Some may say that all I’m doing is history, but there’s more to it. I don’t think that people have changed that much over time, so we can compare what happened then to what’s happening now, and we can compare cultures, a higher-level skill, “Does this look like traffic you would see in Frisco?” “There aren’t any big trucks!” and places (“How do these streets compare to our streets here in Frisco?”).

Virtual reality (VR) is starting to go mainstream, even one of the textbook publishers includes a VR program, but for people without that or schools that don’t have that technology, this is a good option.

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I distinctly remember being in a classroom learning about the subjunctive the first time. As a high school senior, I was shocked. The idea of the subjunctive baffled me. It wasn’t until I was in a classroom during student teaching that the concept clicked. What truly helped me understand the subjunctive mood was teaching it to others, which became the inspiration for this activity.

When it came time once again to plan for the journey that is teaching the subjunctive, I remembered how things “clicked” when I first taught the subjunctive. Wanting to give my students that same opportunity, I decided to let them have a turn teaching the subjunctive to their classmates. After my week plan of introducing the subjunctive, I was pleased with my results. My five-day plan addressed the objective: to introduce the subjunctive mood conjugations of -er, -ir, and -re verbs and to help students become comfortable and confident in employing the subjunctive when making demands.

Pre-Teaching: Students watched a video using EDPuzzle to expose them to regular conjugations of -er, -ir, and -re verbs before going over them in class. EDPuzzle is a tool that allows a voice over, questions, multiple choice problems, and short answer questions within a YouTube video. While watching the video students were first prompted to list the steps one must take to conjugate a verb in the subjunctive. The video continued and showed how to conjugate the subjunctive of regular -er verbs. Students were then prompted to conjugate the verb aimer in the subjunctive. The video then presented -ir regular verbs and -re regular verbs. Students were once again prompted to conjugate a verb in the subjunctive. All their responses were recorded in a database where I was able to track their progress. Before going over the video in class, I went through each student’s responses as a formative assessment. Students’ responses were either short answer or multiple choice. The EDPuzzle that I created is posted on the AATF wiki [http://frenchteachingresources.wikispaces.com] under the “National Bulletin” section.

Day One: La formation du subjonctif

As an opening to my lesson I asked students three questions as a follow up to the EDPuzzle they watched in class:
1. When do we use the subjunctive?
2. How does one form the subjunctive?
3. What are the subjunctive endings?

I used the acronym WEIRDO to present different categories of how to use the subjunctive: (resource - 2016 Love Learning Languages)

- W Wishing/wanting
- E Emotion
- I Impersonal expressions
- R Request/require/recommend
- D Doubt/ demand/deny
- O Opinions

We went through each letter, and students gave examples on how they express each in English. Then we discussed how to form the subjunctive for regular -er, -ir and -re verbs. I used parler, finir, and vendre as examples. I assigned students to fill out a verb sheet with the conjugations of these verbs for homework. The objective of assigning the verb sheet was not only to provide them with an additional resource to study but also to give them a chance to review the present tense; which is needed to conjugate the subjunctive, the past tense, near future, and imperfect. I also wanted students to identify that both the imperfect and subjunctive have similar endings and a similar process of conjugation. I filled out the verb sheets before class, scanned the sheets, and posted them on our online lesson and homework portal.

Day Two

Before continuing our subjunctive lesson, we reviewed the unit vocabulary, household chores, with the goal of later creating sentences that use that vocabulary and the subjunctive.

Then we went over the verb sheets chorially. Students responded with the present, past, and imperfect conjugations in French. I then said the subjunctive conjugations in French and asked that students repeat. I hand out “euros” for classroom participation. If a student participated to add to the conjugation they earned an euro. Some examples:

- Il faut que je parle avec Madame.
- Il faut que tu finisses les devoirs.
- Il faut que nous vendions notre maison.

We discussed three different verbs; therefore, there were 18 different opportunities for students to come up with examples. This process took about 40 minutes.

I wanted students to realize that the subjunctive and imperfect conjugations are very similar. In both of my French 3 classes, students brought it to the attention of the class that the subjunctive and imperfect are similar. I then asked the following questions:
1. How are the imperfect and subjunctive different in how they are used?
2. How is the process of conjugation similar? How are the conjugations similar?
3. How are the conjugations different?

For homework students were assigned an activity that helped them practice the subjunctive. They were given a subject pronoun and a verb. They were required to conjugate the subjunctive for the verb.

Day Two (continued) Project: Teach a Verb!

The warm-up for this day was a fill-in-the-blank assignment. Students applied subjunctive conjugations for -er, -ir, and -re verbs. While they were working on the fill-in-the-blank warm-up, various students participated to write their answers for the homework on the board. Each student who volunteered earned a classroom participation euro.
My class was divided into three groups, one for -er verbs, one for -ir verbs, and one for -re verbs. Each student was assigned a verb to present. Each group was supplied with a list of regular verbs from which they had to choose one to teach to the class. I differentiated the project by assigning more advanced students to stem changing verbs. Students were required to have their verb conjugated in the subjunctive. Students were provided with the vocabulary needed to present their verb in the target language. These are sentences I say in class when teaching grammar in the target language. For example:

- Mon verbe est...
- Conjuguez le verbe pour le pronom personnel “ils”
- Écrivez les terminaisons du subjonctif
- Ma première phrase / mon premier exemple est...

They were required to have prepared three original sentences which included their assigned verb to teach to the class as well.

**Day Three**

Students rotated in groups and presented their verb a minimum of four times to a different group of students each time. When students were not presenting, they were required to record the conjugation of a verb they learned and two sentences they found interesting. Roles were distributed to students as such:

- Student 1: Teacher
- Student 2: Timer
- Student 3: Questioner (asking for clarification)
- Student 4: Corrector (makes corrections)

**Day Four**

Students chose their favorite sentences and posted them to a shared Padlet. (Padlet is a digital way to post a text, an image, a website link, and a video for a community to see. See article page 21) I have a Padlet account, which is free, and I prompted students to provide their favorite sentence they learned during the teaching activity.

Examples:

1. Il est nécessaire que tu finisses l’examen avant la fin de la classe.

**Day Five**

We went over the sentences students shared and made necessary corrections in class. We then went over the irregular verbs dire, ferir, and lire in the subjunctive.

What I found to be most beneficial from this project is helping students learn from their own mistakes and those of their classmates. My ultimate goals were to have students feel comfortable when working with the subjunctive before introducing more expressions. I thought this was a creative way to have students take charge of their own learning and incorporate educational technology appropriately.

**ENFANCE ET DÉRACINEMENT: LA GUADELOUPE DE LA CINÉASTE MARIETTE MONPIERRE AU CONGRÈS AATF DE SAINT-LOUIS**

«J’ai filmé la Guadeloupe avec mes yeux d’enfant déracinée qui a la nostalgie du pays», expliqua la cinéaste Mariette Monpierre lors d’un entretien à propos de son film _Le Bonheur d’Eliza_, disponible en version anglaise avec le titre _Eliza_. Alors que nous nous préparons à partir pour la Martinique pour notre congrès de 2018 et réfléchissons à la contribution historique de la langue et cultures françaises et francophones à la région de Saint-Louis, nous sommes particulièrement reconnaissants à Mariette Monpierre de nous honorer de sa présence. Elle nous parlera de quête d’identité, de catharsis par le 7ème art, d’enfance et l’absence du père, de problématiques sociales et raciales, les violences psychologiques et de femmes antillaises.


**SAINT LOUIS, MO AATF CONVENTION**

July 16-19, 2017
NEW TRICKS IN YOUR TEACHING BAG: USING PADLET FOR QUICK AND EASY STUDENT EXPRESSION

Padlet has helped me to add a few extra tricks to my bag of teaching tools. Padlet is available as an app or a website, for Mac, PC, and Chromebook. Think of it as an online bulletin board that you create where students can post digital sticky notes with their thoughts and where they can comment on each other’s digital sticky notes.

Here’s what a bulletin board, or Padlet, looks like, with posts added by my students. We did an activity that I call 3-line novels, inspired by the 3-line novels of French writer Félix Fénéon (not appropriate for high school audiences but interesting and highly adaptable for teachers). Students write a story in three sentences. They can be comedies, tragedies, not so interesting, or dramatic, as long as they are only three lines. Sometimes, I have students write these stories on paper. On this day, I had asked them to share a story using Padlet.

There are mistakes, but we were still early in using past forms, and I wanted students to express anything at all related to the theme. My students and I talk a lot about being fearless about expression and about how accuracy is a work in progress.

When you create a bulletin board, or Padlet, you give it a title and subtitle, you can choose a background, a layout for the posts, and you can adjust the settings to allow people with a link to post to it. Then, you share that link with your students so that they can post. I do recommend keeping an eye on the layout, especially when you have an entire class commenting on one Padlet. In that case, if you choose Grid or Freeform, then each time a student adds a post, it shifts everyone else’s posts and leads to technology-induced hysteria. I recommend the Stream layout, where the students’ posts are added to a stream mimicking a social media newsfeed.

Padlet adds an easy way to change your routine. Do you need quick feedback from students? Have them post on a Padlet. Do you want students to read each other’s work? Use a Padlet (as long as the work being shared is short—a few sentences or less). Do you want groups of students to interact with other members within their own group? Create a Padlet for each group (if there are six groups, create six different Padlets), then share one link with each group so that only those who’ve received their link (i.e., the other

This doesn’t mean that Padlet is not appropriate to use with beginners. Here are some activities where I’ve used Padlet:

- French 2 students wrote and shared 3-line novels using passé composé/imparfait, set on a beach (practicing vocabulary I had given them). I have done this same activity in groups, making separate Padlets for each group and giving each group a different location to set their story. Later, I share links to all of the Padlets so that each group can see what the others have done.

- French 3 and 4 students were collaborating on writing an essay for which the prompt was “Est-ce que le cinéma est utile ou inutile pour s’informer?” On the Padlet, they each had to post one point, either for or against being informed via cinema. Then, students could work on their drafts by considering the many arguments that were shared on the Padlet.

- French 3 and 4 students created posts that followed a sample post that I made using the conditional where I listed what three items I would leave in a time capsule to be discovered by my descendants in 2100.

- To prepare for an open house, I asked all four of my levels “Where can your knowledge of French language take you? What places, future opportunities, and situations, daily life moments, emotions and feelings will be accessible to you now that you are learning French?” They were able to post answers in English, and they were really interested to see how students across the levels answered. I used their ideas to come up with cards and flyers to hand out at an open house for incoming 8th graders.

- After a lesson on different types of news stories, French 4 students wrote and posted their own mini
acts insolites with ridiculous headlines.

- During a unit on the environment, French 3 and 4 students each posted one geste écologique that they engage in daily and one mauvaise action that hurts the environment.
- During a unit on relationships, French 3 and 4 students added a post to tell a reason why they would stop being friends with someone. We reviewed the comments out loud afterwards and it led to a discussion on what it means to be a friend.

One goal for this year is to ask my French 4 students a summative question about cultural understanding. I want to know what they think about future encounters with people who are different than them and whether or not being enrolled in a language program has affected how they might interact with an unknown culture.

I myself am still exploring with Padlet, but if you have questions on the basics, please let me know and I’ll be more than happy to help. No one taught me—I just poked around and found some things to try out, and went for it.

Bonne chance, bon courage, et bonne continuation!

Nitya Viswanath
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**AATF COOKBOOK: CUISINER ET APPRENDRE LE FRANÇAIS**

178-page cookbook contains 34 illustrated recipes in French with classroom activities. Also includes reading texts related to the ingredients or culinary techniques and exercises. Numerous vocabulary exercises and exercises on measurements. The cookbook is completed by a glossary and English versions of the recipes. $25 ($40 nonmembers).

Name: 
Address: 
City, State, Zip 
Tel: 
Mail to: AATF, 302 N. Granite St., Marion IL 62959

**ARMES DE PARIS MEDAL**

We have been able to replace the bronze Armes de Paris medal which many AATF members liked to award to outstanding students. The back side of the medal can be engraved. Price includes shipping and handling. $18 each; 3 for $45.

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

Name: 
Address: 
City, State, Zip 
Tel: 
Mail to: AATF, 302 N. Granite St., Marion IL 62959

**COLOR NOTECARDS**

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

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

Name: 
Address: 
City, State, Zip 
Tel: 
Mail to: AATF, 302 N. Granite St., Marion IL 62959

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AMERICAN ASSOCIATION OF TEACHERS OF FRENCH
90th ANNUAL CONVENTION: SAINT LOUIS, MO, JULY 16-19, 2017

Please print all information.

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

Address: ___________________________

City: ___________________________ State/Province: ___________________________ Zip: ___________________________

Country __________________ Telephone: (home) ___________________________ (work) ___________________________

Fax: ___________________________ E-mail: ___________________________

CONVENTION REGISTRATION

The Registration Fee includes registration, refreshments at exhibit breaks, Exhibit Opening Wine and Cheese Reception, *dictée*, and *mallette du congrès*. Early-Bird Basic Registration will be accepted if postmarked by May 15, 2017. After this date, higher registration fees will apply. Registration is also available on-line.

- Early-Bird Basic Registration fee (if postmarked by *May 15, 2017*) $250
- Regular Registration only (if postmarked between *May 15 and July 1, 2017*) $300
- Full Registration Package (includes Welcome Luncheon, Awards Banquet, one Workshop or Walking Tour) $350

Note: If you sign up for Full Registration, pick one workshop listed below OR one walking tour on page 24.

- Late or on-site registration fee (after *July 1, 2017*) $375
- Emeritus/Life/Honorary registration $125
(must be an Emeritus/Life/Honorary AATF member)
- Student registration (must be an AATF Student member) $125
- Friend/Guest of AATF member (must not be a French teacher) $125

Please provide name of friend/guest(s) ___________________________

- 2017 Membership in AATF (required if you are not already a member for 2017) $55
- 2017 First-time AATF membership (if you have never been an AATF member) $0-included in registration
(This offer is good only on pre-registration. It will not apply on-site.)

SUB-TOTAL REGISTRATION FEES: ____________

WORKSHOPS

Descriptions of the workshops can be found on the AATF Web site and on page 25 in this issue. If you select the Full Registration Package above, one workshop is included or one Walking Tour (see following page). Select only one.

Sunday, July 16 (1:30-4:30 p.m.)

W101: Improving Student Performance on the AP French Language and Culture Exam $30
W102: Cuisiner et apprendre le français en Martinique (limité à 25 participants) $30
W103: Creating, Directing, and Recruiting for A French House in the Heart of Your Campus $30
W104: La Guadeloupe, la Martinique: deux îles, deux styles $30
W105: Poésie en mouvement: Enseigner la lecture à travers la chanson populaire $30

SUB-TOTAL WORKSHOP REGISTRATION: ____________
OPTIONAL ACTIVITIES
(Descriptions are on pages 1, 3; spouses and guests are welcome to sign up for meals and activities.)

Academic Credit through Webster University for attending the convention $175
(one-hour graduate credit, see page 25)

Walking Tours (please indicate your first choice; space will be assigned on a first come, first served basis)

_____ Sunday, July 16 (2-4 p.m.)
_____ Monday, July 17 (4-6 p.m.) $30

Welcome Luncheon (Sunday, July 16, 12:00-1:30 p.m.) $55

Awards Banquet (Tuesday, July 18, 7-9 p.m.) $75

Pre-convention workshop and excursion to St. Louis Art Museum

Workshop only $30

Museum Visit only $40

Workshop and Museum Visit $60

Overnight post-convention excursion (Wednesday, July 19 & Thursday, July 20) to Sainte Genevieve, MO
(There will be a supplement for a single room to be determined at a later date.) $265

SUB-TOTAL OPTIONAL ACTIVITIES: ____________

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

TOTAL PAYMENT DUE: ______________

_____ This is my first AATF convention.

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

_____ I am a speaker.

_____ I am a participant in the Leadership Program.

PAYMENT: Payment may be made by check or credit card. Canadian and Foreign members must pay by check in U.S. dollars drawn on a U.S. bank or by credit card. Canadian members may also pay by check from a U.S. dollar account.

CREDIT CARD PAYMENT (Visa and Mastercard only): I agree to pay the total amount indicated above.

CARD NO. ____________________________ EXP. DATE __________________

SIGNATURE: ____________________________

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

You may also register on our on-line store. REFUND POLICY: Requests for refunds must reach National Headquarters no later than June 30, 2017. A $50 fee will be assessed to cover administrative costs. NO refunds after June 30, 2017. Mail to: AATF, 302 N. Granite St., Marion, IL 62959-2346; fax: (815) 310-5754; e-mail: [aats@frenchteachers.org].

CELEBRATE NATIONAL FRENCH WEEK

NOVEMBER 1-7, 2017

AATF Twitter / Facebook @AATFrench
AATF CONVENTION WORKSHOPS IN SAINT LOUIS

The following three-hour workshops will be offered during the convention. Preregistration (see form pages 23-24) is required. One workshop (or one Walking Tour) is included if you select the Full Registration Option (which also includes luncheon and banquet). These workshops will take place on Sunday, July 16 from 1:30-4:30 p.m.

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

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

What does the free-response section of the 2017 AP French Language and Culture exam reveal about student performance? What were the typical student errors? What skills and content did students struggle the most? And how better to position students for success on future exams? ($30; pré-inscription obligatoire)

**W102: Cuisiner et apprendre le français en Martinique**

*Intervenante: Jayne Abrate, AATF*

Apprendre à utiliser la cuisine pour enseigner la culture et pour traiter différents aspects de l’histoire, l’économie, l’agriculture, la nutrition et la vie quotidienne. En guise d’avant-goût de notre congrès de 2018 en Martinique, l’intervenante préparera un repas martiniquais de 5 plats pendant l’atelier que les participants dégusteront à la fin. Tous recevront une clé USB avec la présentation et les supports textuels et audio-vidéos. Limité à 25 participants. ($30; pré-inscription obligatoire)

**W103: Creating, Directing, and Recruiting for A French House in the Heart of Your Campus**

*Intervenante: Marie Schein, Texas Christian University*

This workshop will explore different models of language houses and provides a step-by-step approach to starting and running a successful French House on your campus. Attendees will develop a working proposal for their own French House. ($30; pré-inscription obligatoire)

**W104: La Guadeloupe, la Martinique: deux îles, deux styles**

*Intervenants: Janel Lafond-Paquin, Rogers High School (RI); Dan Noren, Ferris State University (MI)*

La Guadeloupe et la Martinique, quelles belles îles à explorer et à promouvoir dans vos salles de classes! Les intervenants montreront de nombreuses possibilités pour intégrer la culture de ces deux îles dans votre classe de français, peu importe le niveau! Des activités basées sur des contes, de la musique et des traditions culturelles seront soulignées. Un dossier complet pour chaque participant ainsi que de petites surprises! Venez apprendre, aimer et vivre la culture des îles. ($30; pré-inscription obligatoire)

**W105: Poésie en mouvement: Enseigner la lecture à travers la chanson populaire**

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

Cet atelier présentera des outils pédagogiques pour enseigner les chansons populaires comme des textes littéraires et culturels. À la différence des exercices à trous basés sur la grammaire, cette approche mettra l’emphase sur la musique contemporaine comme véhicule textuel de comparaison culturelle et d’analyse littéraire. Les animations fourniront mode d’emploi et modèles, et les participants seront invités à préparer des activités articulées autour des paroles tirées de quelques-unes des meilleures chansons actuelles en France. ($30; pré-inscription obligatoire)

**ACADEMIC CREDIT FOR THE 2017 CONVENTION**

The AATF is pleased to offer 2017 Saint Louis Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in Saint Louis. The cost for one hour of graduate credit is $175. (This fee covers only the cost of credit; participants must still register for the convention.) Participants must preregister so that paperwork can be completed before the convention.

**PRELIMINARY SYLLABUS**

- Participants should register for and attend the entire conference beginning Sunday, July 16 at 9 a.m. and concluding on Wednesday, July 19 at 12 p.m.
- Participants must log a min. of 15 hrs of attendance at sessions.

During the convention:
- Participants will attend the opening session on Sunday, July 16 at 9 a.m.
- Participants may select from one of the following strands and attend related sessions scheduled throughout the convention or they may create their own themebased plan (French and Francoophone Cultures, Literature and Teaching Literature, Language Learning, Teaching Techniques, Language Policy and Promotion).

After the convention:
- Each participant will present a written summary of the conference which includes the following: (1) A summary and critique of each session attended; (2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work; and (3) An analysis outlining how you plan to implement the knowledge you gained at the convention in your teaching.
- Submit all written work by September 15, 2017.

If you are interested in receiving one hour of graduate credit, please register using the registration form on pages 23-24. The instructor for this course will be Brian Kennelly formerly of Webster University [bkennell@calpoly.edu].
A SAMPLING OF THE MANY SESSIONS OFFERED IN AUSTIN

The following titles provide a representative sampling of the sessions that will be offered at the 20th AATF Convention in Saint Louis, Missouri, to be held at the Hyatt Hotel at the Arch. (See page 25 for a list of the three-hour workshops.) In addition, there will be numerous exhibitor and commission sessions, sessions on the Grand Concours and Société Honoraire de Français, as well as guest sessions by local speakers. Please note that many of the sessions fit in multiple categories.

All information on registration and excursions is now posted on the AATF Web site at [www.frenchteachers.org/convention]. Excursions and activities are described on pages 1, 3, and the registration form can be found on pages 23-24.

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

Promotion et défense du français
Teacher Recruitment: The Future of our Profession is at Stake
Crisis and Promise of College French
Teaching French in the 21st Century: A Baudelairien Guide
French in an Interdisciplinary Minor: European Union Studies
French Language Advocacy: Interdisciplinary and Global Perspectives
The Commission on Language Learning and YOU!

Cinéma
Immigration and Identity in Two Francophone Films
Les Chick flicks du cinéma contemporain français
À court de temps? Ayez recours aux courts-métrages!
Teaching Migration, Immigration, and Community with Aki Kaurismäki’s Le Havre
Marie-Antoinette au cinéma: une reine inégale
Historiophoty in Contemporary French Biopics

Francophonie
Promoting French through Teaching Martinique
Enseigner la littérature francophone sub-saharienne dans une perspective interculturelle
La Vie est Belge
Enseignons la Francophonie!
French as a Global Language and Francophone Africa: Making this Region Relevant
Le Jour où l’on vit le temps s’arrêtera: la “nuée ardente” du Mont Pelé sur Saint Pierre de Martinique en BD

Francophonie américaine
Une approche CBI pour enseigner la francophonie américaine
The French in North America as a Story of Waterways
An Educational Legacy to St. Louis from France
L’Héritage francophone dans le Minnesota
French Missouri
New Orleans and Music: identity and Perceptions of Francophone/Francophile Musicians Post-Katrina

Techniques d’enseignement
Practical Strategies for Eliciting and Higher-Order Thinking Skills
How to Save Time and Sanity When Preparing, Teaching and Evaluating

Developing a Transatlantic Online Intercultural Exchange
Low Prep High Engagement
Making Assessment Fun
Une Méthode pour développer une perspective globale
A Teacher’s Guide to Subtitling and Captioning
The Intercultural Classroom
L’Évaluation par des pairs de la compétence orale
Collaborative Perspectives on Translation and the Digital Humanities in the Advanced French Classroom
Linguistic and Cultural Confluences Through the Lens of the French (Speaking) Detective Novel
La Littérature jeunesse au niveau intermédiaire
Exploring Francophone Legends, Creating a Product
Flipping the Academic Communication Course: Introduction to French and Francophone Studies
Using Drama Productions in the WL Classroom

Culture et histoire
Broadening Students’ Global and Linguistic Competencies via Authentic Digital French News
La Construction identitaire ou l’inachèvement du processus de décolonisation
American GIs as Tourists in France, 1944-1945
Discussing Concepts of Immigration in the French Classroom Using the Bande dessinée
Women and Global Issues: nouvelles perspectives pour les cours avancés
Value Added and So Much More: Culture as Key
Paris et son plan de lutte contre les polluants
Humoristes du web: des vidéos authentiques
Aux croisements culturales France-Asie
French Poetry in Music: A Trip Through Time
Stromae and Beyond: Contemporary Music in Class
Allons au musée: une visite de la fondation Barnes

Linguistique
The Role of Grammar in Composition Courses
The State of French Pronunciation: The Case of First-Year College Textbooks

Technologie
Globally Speaking in a Techno Gallery Walk
Harnessing the Best of Online Teaching

Littérature
Aimé Césaire on the History of Colonization
La Représentation de Paris dans la littérature et les arts
Visual Representations of Camus’ L’Hôte
La Semi-fiction thérapeutique de L’Ile des Pingouins (1908)
Du sentiment de l’existence de Rousseau à l’ontologie esthétique de Proust
La Déclaration des droits de la femme et de la citoyenne (1791)
Revolution as Global Circumnavigation in Jean-Marie Le Clézio’s novel, Révolution
Teaching Culture and History Through Graphic Novels

French for Special Purposes
Going Beyond Surface Culture: Engaging Students through Health and Medical French
Le Français de spécialité: comment exploiter ces cours pour un public universitaire?
Salut les jeunes!
Médor mange le calendrier

Teaching how to state the date in French classes is more than memorizing the days of the week and the months of the year. Numbers are involved, too, at least up to 31. The new year is a logical time to start as we take on a new year name. We start each class in January with “Bonne année! C’est deux mille (mil) dix-sept!” Soon it becomes automatic, and the pattern is established. The calendar, though, offers an opportunity to explore some relevant cultural elements as well. There are a number of calendar options available on line to share with your students. Go to le calendrier 2017—my favorite is [calendrierGratuit.fr]—to print a French calendar for your students. Make sure it is one that shows the saints’ days for the year. If the students have chosen a French name for class, see if they can find their name on the calendar. Originally, when a child’s birth was registered, City Hall (la mairie) provided a list of acceptable names, mainly saints’ names. If a parent didn’t choose the saint’s name on the date of birth of the child, the child would have a second date to celebrate corresponding to the given prénom. In France, la fête (saint’s day) is still celebrated in many families with a card and even better, with chocolate. The laws loosened somewhat in 1966, although some of our creative American names would still not be acceptable. In 1993 the name restrictions were dropped, although many families still honor the calendar names and enjoy the double celebrations for their children. Have your students find a name on the calendar that closely corresponds to their chosen name, and make a point of acknowledging la fête as well as l’anniversaire as a way to reinforce the pattern for dates. If they have started learning the days of the week, see if they can guess what the letters stand for listed down the side: LMMJVS. My youngest French learners are a little shaky on the days of the week in English but readily learn them in French. Challenge them with a contest where volunteers announce: “Je mange du chocolat lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche...,” and continue until they have to take a breath. Once it becomes a contest, they are more willing to repeat, and thus reinforce, the days of the week. Compare an American calendar with a French one to show that the French begin their week on lundi, making le week-end literally the end of the week. Logical!
This project is designed to help students firm up the pattern for telling the date. It is not original but a compilation of many calendar gadgets available for children to make, with the added fun of “Médor mange le calendrier.” Copy and enlarge the form below to full-page size. For my second and third graders, I write in the months and numbers; older students might like to write them in themselves. You will need des ciseaux et des attaches parisiennes. Regular paper works fine, but card stock is more durable. Use the project to practice following directions in French: (1) Découpez (the two circles and the two darkened spaces to reveal the number and the month in French), (2) attachez les cercles (where the dots indicate the the numbers overlap the months), and (3) pliez sur la ligne pointillée. Et voilà!

Elizabeth Miller
La Petite École française de San Francisco

What are some of the games you use in the classroom to explore the French calendar? Share with other FLES teachers for future “Salut les jeunes!” articles. Send your ideas to [mmemiller@aol.com], 74 Tuscaloosa Avenue, Atherton, CA 94027.
THE AATF ANNOUNCES DESIGN CONTEST

The AATF is pleased to announce a contest to design a badge/emblem/logo which reflects Francophonie, globalization, and promotes the speaking and learning of French as a 21st-century skill. The finished digital artwork should be 4x4 inches in size and submitted in a common graphics format (.jpg, .pdf, .eps) at a resolution of at least 300 x 300 dpi. No copyrighted figures (ie. Snoopy, Astérix) will be accepted.

Only one submission per student will be accepted, and the student's teacher must be an active AATF member. The deadline for submissions is June 1, 2017. E-mail each entry as an attachment to [designcontest@frenchteachers.org] with the student's full name in the subject line. The message should include the teacher's name, school name, and full contact information (including e-mail) for both the student and teacher.

The AATF reserves the right to use any submissions in advertising, promotional materials, or other items.

FRENCH REVIEW ONLINE

The French Review Vols. 1-87 (1927-2014) are available in the J-STOR Archive of scholarly journals as part of J-STOR's Language and Literature Collection. The Collection was developed in conjunction with the Modern Language Association to reflect the worldwide diversity in the field of language and literature studies.

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

J-STOR is an independent non-profit organization with a mission to create a trusted archive of scholarly journals. Information regarding J-STOR is available at [www.jstor.org].

SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the Société Honorable de Français provides an opportunity to recognize outstanding scholarship in the study of French language through selection of high school students for membership, 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/pin of the honor society. A local chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. Students may serve as officers, directing the induction ceremony, or leading other chapter events.

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

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

The sponsoring teacher must be a current AATF member.

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

Information: 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] or from the AATF website at [www.frenchteachers.org/shf].

CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future supports initiatives which promote French studies. For the past several years, the Fund for the Future has been used to support National French Week. To this end the Executive Council established the following categories and benefits for Fund for the Future Benefactors:

PLATINUM LEVEL BENEFACCTOR: Awarded to any member who shows that they have named the AATF as a beneficiary in their will for no less than $10,000; receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, placed on the website Honor Roll of donors;

GOLD LEVEL BENEFACCTOR: Awarded to any member who shows that they have named the AATF as a beneficiary in their will for no less than $5000; receive a framed certificate, life membership status, complimentary registration to all future AATF conventions, placed on the website Honor Roll of donors;

SILVER LEVEL BENEFACCTOR: Awarded to any member who contributes at least $2500 in a given year to the AATF; receive a framed certificate, complimentary registration to all future AATF conventions, placed on the website Honor Roll of donors;

BRONZE LEVEL BENEFACCTOR: Awarded to any member who contributes at least $1000 in a given year to the AATF; receive a framed certificate, placed on the website Honor Roll of donors.

Members will also be recognized each November in the National Bulletin as a Sponsor ($500-$999), Patron ($100-$499), Sustaining Member ($50-$99). We welcome contributions in any amount. If every member donated only $1, we would have $10,000 to devote to scholarships and the development of materials and activities. Make a donation to the Fund for the Future. Contributions are tax deductible.
2017 NATIONAL FRENCH WEEK CONTESTS

The theme for both contests in 2017 is “Le Français — langue globale / French — A Global Language.”

ESSAY CONTEST
Submit: All essays must be submitted online at [https://goo.gl/forms/jixWrVQxyoejODu1].
Guidelines: Each entry must be the original work of a current French student whose teacher is an AATF member for 2017. No group entries. There is a limit of five entries per school. Essays must be written in English. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, e-mail address, and AATF chapter name must be written at the beginning of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

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

VIDEO/ANIMATION CONTEST
Deadline: Received by November 15, 2017.
Rationale: The AATF Executive Council decided that teachers at the middle school and high school would appreciate an activity that students could work on during National French Week (November 1-7, 2017). Since many students create their own videos and blogs, the Council thought that this contest would bring in students and teachers who are interested in technology.
To Submit: See National French Week link on the AATF Web site for instructions regarding format and where to upload the video/animation. Entries can be made using Glogster, Animo, embedded Web tool, or shareable app of the student's choice. Please visit the AATF site to find a list of the suggested Web tools. If using these sites, teachers should choose the free educator subscription or have students set up their own accounts. The project should be viewable by the judges, but the projects should be marked “Unlisted” until the awards have been announced. Please include a URL to the project in the registration form. The contest judges may request that you share the embed code for the project after the awards have been announced. For questions on Web tool or app usage, please contact Catherine Ousselin at [catherineku72@gmail.com]. For ideas on past submissions, visit the National French Week blog site at [http://nfwposter.blogspot.com/].
Guidelines: The video/animation must relate to the contest theme. Minimum length: 30 seconds. Maximum length: 2 minutes. No copyrighted figures (i.e. Snoopy, Astérix) accepted. Videos with references to alcohol, drugs, or violence will not be accepted. Each entry must be the original work of a current French student or group of students whose teacher is an AATF member for 2017. There is a limit of five entries per school. The video/animation must include the names of the school, French teacher, and students who contributed to the project.

Competition divisions: (1) Intermediate: Grades 6-8, and (2) Secondary: Grades 9-12
Judging Criteria: Visual impact, relevance to the theme, and originality. All videos become the property of the AATF and may be used in AATF publications or materials. All participants in the video competition will receive certificates. The winning videos will be posted on the AATF Web site. First, second, and third place winners of each division will receive prizes. Go to [www.frenchteachers.org/nfw/contests.htm] for complete instructions and to [http://nfwposter.blogspot.com/] to see some past submissions.

OUTSTANDING SENIOR IN FRENCH AWARD

Recognize outstanding students!

Students at the high school or university level are recognized with:

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

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

For more information and complete eligibility requirements: [www.frenchteachers.org/hq/outstandingsenior.htm] or [sra@frenchteachers.org]
(Basic award: $25 / Award + medal: $35). There is no deadline.

AATF Twitter / Facebook @ AATFrench
AATF OUTSTANDING SENIOR/EXCELLENCE IN FRENCH AWARD APPLICATION FORM

________ OUTSTANDING SENIOR AWARD  ________ EXCELLENCE IN FRENCH AWARD

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

Nominating AATF Member’s Name: ________________________________

Member’s Address: ____________________________________________

Member’s Phone: __________________________ (H or W) Member’s E-mail: ____________________

School Name: ________________________________________________

School Address: ______________________________________________

Name of Administrator to Whom Letter Should be Sent

Name & Title: _________________________________________________

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

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

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

3. He/she is a graduating senior (for Outstanding Senior Award).  _____ Yes  _____ No

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

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

   _____ study abroad  _____ Grand Concours  _____ French Club  _____ Officer
   _____ National French Week  _____ Société honoraire  _____ SHF Officer  _____ Pi Delta Phi

   Other _______________________________________________________

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

Member’s Signature: ____________________________________________

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

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

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

Amount enclosed: _______________________

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

This form can be mailed or faxed to: AATF Awards, 302 N. Granite St., Marion, IL 62959; Fax: 815-310-5754. Purchase orders accepted. Address inquiries to [sra@frenchteachers.org]. Award nominations can now be submitted through the AATF On-line store. Provide billing address if different than home address above.

Credit Card # __________________________ Exp. ____________ Sec. Code ____________

2017 National French Week November 1-7
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 nonmember price is in parentheses.

**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*
  - *French by the Numbers*
  - *French is Not a “Foreign” Language*
  - *Why Learn French?*

**AATF PROMOTIONAL ITEMS**
- **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)
  - **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-lis. $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 Doliann Hurtig and Joyce Beckwith. From the AATF Press. $25 each; both for $40 (nonmembers $40 each/both for $55).
- **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)


*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. $10 ($16)

**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

**AATF FLES* COMMISSION REPORTS**
- **Vers les étoiles avec le français** ($11) $10
- **FLES* Works: A World of French** ($9) $10
- **New Trends in FLES*** ($7) $10
- **Variety is the Spice of FLES*** ($5)

- **Promoting FLES* Programs** ($4)
- **French FLES* Around the World** ($3) $9
- **The FLES* Image: A Picture is Worth a Thousand Words!** ($8) $9

**Attracting French FLES* Students** ($6) $9

Special offer: Any 5 FLES* Reports for $40. Complete set of 12 Reports for $75.

Send your check or school purchase order to: AATF Materials, 302 N. Granite St., Marion IL 62959-2346; [aatf@frenchteachers.org]. Prices valid through 5/31/17.

AATF Twitter / Facebook @ AATFrench
À VOTRE AVIS … A PLACE TO SHARE IDEAS, THOUGHTS, AND PRACTICES

Question: What are your favorite 1st day / 1st day back activities?

- Kristina Argueta (CA): Like four corners but with two. Ask an either/or question like “Do you prefer music or watching tv?” Students go to the side of the room for their answer and then talk with one other person in that group about why that’s their answer. I did this in levels 2-4 the past two years, asking several questions, and it really got the kids talking right away.

- Andrea Behn (WI): I have levels 2-5 so we do "speed dating/frien ding" to go over old vocabulary, questions, and conversation skills. Students really get to know each other and feel good about their retention!

- Rebecca Blouwolff (MA): Human bingo / Trouvez quelqu’un qui... that incorporates current theme and vocabulary with vacation activities. Students get to talk to peers and use TL.

- Justin Frieman Charles (IL): All classes except for the first day of French 1, we have students write a paragraph using their best French. Since we often have kids move between sections at semester, it gives us a chance to get to know them if they are coming from another teacher. It also gives us an idea of where they are and what they consider their "best." We keep them all in a folder and give them back to them the last day of school their senior year.

- Erin Gibbons (IL): For Levels 2 & above, I post 8-10 pictures that reveal something about me and have students write one sentence per picture saying "Ma prof..." This doubles as a get-to-know-your-teacher activity and provides me with a writing sample. Then, I rewrite a conglomeration of their guesses for the following day (some right and some wrong), and I reveal the vrai / faux.

- Ariadne Livaditis (NY): My upper levels play a dice game. Basically, it’s a board of random discussion topics and they roll the dice to find the number of spots to move. Ultimately, they end up speaking about all the topics because it turns into share as a class. Some of the topics include the happiest moment in your life, your room, your ideal mate, what you hate, what you think of this game, what is your most important possession, etc. For another course I do a reale communicatif of sharing about your summer experiences (I have a few for different levels). I like to get students back into the swing of speaking French before I begin any formal review. I go over the questions and possible answers to make sure everyone understands.

- Nitya Viswanath (IL): I like to do icebreaker activities in French like "find someone who" or class bingo. For Level 2 this year, I showed them 6 expressions in French, and we tried to speak in the past right away, from day one. We also played categories—it’s like Scattorigories—I give pairs of students 1 minute and a category, and they list as many words in French as they can remember related to that category. We don’t limit it to one letter of the alphabet—anything goes. They remember and share lots of old words that way. For Level 1, I want them speaking right away, so we make the entire class conversational. By the time they leave, we’ve practiced introductions, age, and counting to 10.

Our question for the September issue is: What does your school do for National French Week? Share via the AATF Facebook, NB Twitter [@AATFNB], or email [nbeditor@frenchteachers.org]. More!!

AATF HEADQUARTERS

CONTACT INFORMATION
Phone: 815-310-0490
Fax: 815-310-5754
E-mail: [aaf@frenchteachers.org]
BREAKING OUT IN THE FRENCH CLASSROOM

A mysterious and possibly immortal French count. The theft of a priceless painting from a museum in France. These two stories set the background for a “Breakout,” a creative and fun activity designed to engage and encourage language skills in the French classroom.

My introduction to this type of activity came from visiting “escape rooms” in several cities. These are popular tourist activities in which a group of people are locked in themed rooms filled with puzzles and clues. The group must work together to solve the puzzles in order to escape the room within a designated time limit. Having enjoyed these activities, I was pleased to discover the [breakouteu.com] website which helps translate the escape room experience into a classroom setting, using a series of locked boxes for the locked room. The Breakout site was created in 2015 by three former teachers to get students actively involved in the language learning process by way of adventure, collaborative problem solving, teamwork, and critical thinking. Breakouts can be set up with tangible clues (boxes, locks, realia) or can be created as a digital activity.

How does one begin a breakout? There are several ways. The website offers breakout games that have been already created and are available for download. Look under the “games” tab to search for games by subject or age range. For the adventurous, the most fun can come from creating your own, tailored to your specific classroom and subject.

CREATING A BREAKOUT

A French breakout could represent any aspect you would like to explore for your French classes: geography, culture, grammar, or vocabulary, for example. The first step involves developing a premise of discovery based upon a theme and asking yourself what is the end “result” you desire your students to accomplish. The Elusive Count tion to come up with ideas for a theme, the subsequent puzzles, and clues that lead to the final discovery.

Creating a breakout may take a weekend of intensive work, but I found it easier after creating an outline of the story, developing and listing the multiple steps of puzzles and clues necessary to advance the story, then obtaining the required items for each step (specialized locks, boxes). The second breakout I created was easier because I knew how to set it up and what to look for. Working backward, like a storyboard, may also help the process.

In this regard, the [breakouteu.com] site can be very helpful, as it has templates available which can help you design your own step-by-step plans for the games, with a customizable list of components needed. Additionally, it allows you to share your game with the online breakout community, if you’d like. There is also a BreakoutEDU section on the AATF teaching resources wiki.

SETTING THE SCENE

Upon entering the classroom, your stu-
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It was so popular and well-received that I have a waiting list to sign up for my next breakout activity.

“breakout countdown”) on a projector or nearby computer. Encourage your students to review the obvious materials before them and to discover any clues or puzzles that may lead them to figure out what next to do. A computer can come in handy if they find a USB drive containing additional clues during their search.

INCORPORATING FRENCH

Your breakout clues and puzzles can be created according to your curriculum and French class levels. Different types of French clues can be incorporated, using differing mediums such as written words, audio recordings, or visuals, for example, a map of the Louvre in French, a recording of French music with a spoken overlay, or a series of photos with French numbers underneath. Realia can be used as well: French ticket stubs, brochures, or online old newspaper articles could be incorporated. Some pieces might even be used as “red herrings” to distract from the actual clues.

The clues could also be interchanged within the same story’s puzzles,
depending on your course level’s difficulty. French I may have a lighter amount of written French material as compared to an AP-level class, which might have all clues written in French.

ACQUIRING THE NECESSARY ITEMS

Providing quality clues as prompts for the students’ discovery will improve the experience. To do so, teachers may purchase breakout kits directly from the [breakoutedu.com] website or put them together themselves. Prepackaged kits for purchase come with a series of boxes, locks, hidden items, timers, keys, and more. I did not purchase a kit, instead, I used a recommended list of items from the site and found these items at home. What I didn’t have, I purchased either locally or online. Many of the specialized locks can be purchased at a local hardware store or on popular online shopping sites. I also found fun prop items at local craft stores, like ephemera or boxes with French artwork. The final solution is typically in a locked box that is opened at the end. Sometimes boxes of different sizes are used, maybe even nested inside each other. Various types of locks (directional, combination, word, and key) are utilized. To keep it fun, number locks can be set to open using specific dates or number sequences found in clues. Word locks work well with French vocabulary clues, as students may need to conjugate or use a vocabulary word to open it. Other props such as invisible ink pens, UV flashlights, and USB drives add to the mystery and fun of the puzzles you create. Teachers have also used the online crowdfunding site [donorschoose.org] to get kits donated to their classrooms. This is a great way to start doing breakout activities without breaking out of your budget!

DIGITAL BREAKOUTS

If your school does not have a kit but you have computers available in the classroom, creating a digital breakout is another alternative. Teams are assigned for each computer, and more students can be easily included by adding additional computers. There are tutorials on YouTube on how to create a digital breakout which, if you are comfortable with creating Google forms, can be a good alternative.

CASE STUDY: MY LOUVRE HEIST

My first breakout was with my middle school French Club, which meets after school. We had about twelve students (6th and 7th grade) participate. There were eight overall tasks they had to complete to finish this breakout. One task example: some of the more advanced students helped translate a physical description clue in French and then compared that description to a lineup of photos of historical French criminals. The photo of the criminal best matching the description contained their next clue. This activity could be adjusted to the high school level with equal success. My school classes are only 42 minutes long, so to accommodate a full 45-minute breakout, utilizing an after-school activity period with a smaller group worked best. For larger classes of more than 20 students, multiple kits could be used with students who are divided into groups. Because these students were beginning French students, the two optional “helper” clues provided upon their request were in English. If used in a high school setting, all clues can be given in French.

I based The Louvre Heist on the historical theft of the Mona Lisa in 1912. I put digital realia like historical newspaper clippings on a USB drive but also printed out some items, like the criminal lineup photos, to add authenticity. The students worked as a team, searching the room for certain items and then used them to open a chained briefcase. As the overhead timer counted down, the students completed the puzzles to discover who stole the Mona Lisa and where the thief and painting were located. In this breakout, I used some creative license to include some non-related realia such as a fake plane ticket (generated online) as well as some fake photographs bought in a craft store. Without giving away the whole story, I can honestly say that my French Club students thoroughly enjoyed it. It was so popular and well-received that I have a waiting list to sign up for my next breakout activity. This turned out to be a great way to spark my students’ imaginations with a fun activity that had them working together while utilizing their language skills and knowledge.

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REMINDER: IMPORTANT DEADLINES AND DATES

May 15: Deadline for Early Bird Base Registration for Saint Louis Convention (see pages 23-24)
June 1: Deadline for Submissions for Logo Contest (see page 29)
June 15: Deadline for hotel reservations for Saint Louis Convention (see page 1)
July 1: Deadline for Pre-Registration at reduced rates for Saint Louis Convention (see pages 23-24)
November 15: Deadlines for National French Week Contests (see page 30)

MIDDLE SCHOOL HONOR SOCIETY

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

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

The sponsoring teacher must be a current AATF member.

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

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

TASK FORCE ON TEACHER SHORTAGE/RECRUITMENT

Have you heard about this? French teacher openings going unfilled into the school year. Administrators having increasing difficulty finding a qualified candidate to replace a French teacher taking a family or maternity leave. Continuing decline in the number of post-secondary institutions offering French as a major. Few French majors considering becoming French teachers. These are some of the issues that the newly-created AATF Task Force on Teacher Shortage & Teacher Recruitment will take on. As the task force members investigate these issues and try to come up with effective strategies to address them, we would like to hear from you, the teachers encountering these situations. Will you share with us your experience with these issues? How have they arisen? What strategies have you devised to deal with them? Please take a moment and contact us at [s@frenchteachers.org].