



In 2000, Alisa was conjugating the verb *chanter*. By 2018, she was singing at the Opéra de Paris



**MON FRANÇAIS, MON AVENIR
MY FRENCH, MY FUTURE**
#nationalfrenchweek

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH



National Bulletin

IN THIS ISSUE

Commission for the Promotion of French Update

The Commission for the Promotion of French released, for the second year in a row, a series of promotional images for use during National French Week. The series, tied to this year’s essay and video contest theme of “Mon Français, Mon Avenir–My French, My Future,” featured former students of French and how French made an impact on their future achievements. The idea for the series came after a conversation with Alisa Jordheim, a soprano from Appleton, WI, who recently performed at the *Opéra de Paris*. The full series, in addition to the series from 2017, is available for download on the commission’s site: [https://promotion.frenchteachers.org]. Earlier in 2018, the commission created this site to hold the resources previously shared on its Wikispaces site. All those resources are currently available on the new site. At the annual convention in Martinique, the commission unveiled its new Facebook page and Instagram profile @aatfrenchpromotion.

The commission is currently working on two projects. The first is a poster series to promote the study of French for use in both schools and the community. The concept currently being developed is tied to the use of French in many career fields. The second project is the creation of a social media campaign to promote the study of French beyond the National French Week series. If you are interested in helping with either of these projects or working on another project with the commission, please contact us. The commission is always looking for new members and will gladly welcome any help you are willing to give.

Justin Frieman Charles
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In Memoriam

The AATF was saddened to learn of the passing of AATF Honorary Member Maurice G. Elton on October 2, 2018. Born in the United Kingdom to a French mother and British father, Maurice was a lifelong Francophone and Francophile. Throughout his life, he not only pursued the study of French but taught French, translated French, and promoted French at all levels and in all venues.

He spent his childhood and youth in the U.K. but later came to the U.S. and received his Ph.D. in French from the University of Cincinnati. He was a longtime professor of French at Southern Methodist University in Dallas, TX. He was active in the local North Texas AATF Chapter and was a fixture at French activities in the Dallas-Fort Worth area. He also participated in and presented at numerous state, regional, and national conferences, as well as specialty conferences such as the Eastern Michigan University Conferences on Business French.

Maurice was actively involved in the AATF at the national level. He was elected to two terms as AATF Regional Representative for the Southwest (1984-1989) and served as one of the first chairs of the AATF Commission for Business and International Trade. For many years, he edited the *French for Business and International Trade Newsletter*, published on behalf of the commission with support from the French Cultural Service. He also contributed to the volumes on Business French published by the AATF in the 1990s. He was named an *Officier dans l'Ordre des Palmes académiques* by the French Ministry of Education.

I first met Maurice at one of the Eastern Michigan University conferences on Business French in 1993. However, my most memorable experience was during the 1994 AATF convention in Québec City. He and I were going from a session to a luncheon meeting of the Commission on Business French, which was to be held in the revolving restaurant on the top floor of the hotel. Unfortunately, we, along with another teacher, found ourselves stuck in an elevator for over 40 minutes. During that time, the elevator slowly went from the basement to the top floor (where we could smell the food we were missing) and back down again, multiple times without stopping at any floor. Maurice took charge and was communicating with the hotel operator via the emergency phone. The maintenance workers were chasing us in an adjacent elevator. Eventually, the elevator stopped between floors. We struggled to understand the instructions the Québécois maintenance man was shouting at us through the closed doors so that we could finally open them and climb out. Every time we met in subsequent years, we reminisced about that adventure.

The AATF was extremely pleased to award Maurice Elton Honorary Membership during the 2016 convention in Austin. His son was able to drive Maurice and his wife Sylvia to Austin so that he could receive the award in person.

Jayne Abrate

Executive Director

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Maurice Elton pictured with AATF President Catherine Daniélou (L.) and Executive Director Jayne Abrate (R.)

AATF National Bulletin

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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.

Message de la Présidente

L'âge moyen d'une entreprise américaine cotée dans l'indice S&P 500 est aujourd'hui de moins de 20 ans alors qu'il n'était que d'à peu près 60 ans dans les années 50,¹ la dégringolade vertigineuse étant attribuée aux avancées et aux chamboulements de la technologie et des transformations digitales ainsi qu'à la naissance de jeunes entreprises. En France, par contre, bien des entreprises centenaires perdurent et l'âge moyen des entreprises composant l'indice CAC 40 est de 105 ans! Comment expliquer l'étonnante longévité de L'Oréal, Renault, la Société Générale, Saint-Gobain pour n'en citer que quelques-unes, nées à la Belle Époque et qui ont survécu à des guerres, à des crises économiques, et aux effets du temps tout en restant compétitives au fil de longues décennies? Quelles leçons et inspirations les jeunes start-up fougueuses d'aujourd'hui peuvent-elles en tirer? Ce sont là des questions qui interpellent une journaliste de Visite Pro France² et auxquelles elle répond dans son article «Entreprises centenaires, pourquoi et comment s'en inspirer». Sa réflexion s'articule dès lors sur les forces de ces centenaires, soit: «l'adaptation permanente au marché, l'écoute client et la course à l'international». Elle se prolonge en montrant comment ces centenaires savent se renouveler, du digital aux investissements en innovation, jusqu'au maintien constant «à la pointe de la technologie».

Adaptation, écoute, ouverture sur le monde, renouvellement—à bien y penser, ce sont aussi nos forces. L'AATF n'est bien entendu pas une entreprise, mais une association. Mais elle aussi, telle que nos consœurs AATG ou AATSP, fait preuve d'une grande pérennité et d'une belle longévité. Comme vous le savez, il y a un an, en 2017, nous fêtions nos quatre-vingt-dix ans. Au fil du temps, des opportunités et des difficultés, l'AATF a su s'adapter, grandir, se développer, se transcender, tout comme notre enseignement, nos pédagogies et notre relation à la technologie et à nos communautés ont également pu le faire. Comme les centenaires du CAC 40, nous continuons sur la voie de la réussite, en défendant l'enseignement de la langue française et des cultures francophones en Amérique du Nord, en affirmant la valeur de l'ouverture au monde, en vous aidant à développer ou à sauver des programmes, en soutenant et épaulant nos amis et nos collègues.

Et comme les centenaires ont su évoluer pour mieux survivre, nous aussi nous avançons. Je vous annonce donc aujourd'hui que l'année 2019 sera pour nous l'année d'un renouvellement unique, dynamique et énergisant.

2019 verra notre identité visuelle évoluer et notre communauté se solidifier dans sa robustesse et sa résilience au travers de nos relations et de notre communication. Parce que collectivement nous sommes une association au service de nos membres et de notre cause, marquée par l'ambition d'avancer et d'évoluer avec détermination, notre Conseil d'Administration a affirmé notre désir de renouveler notre style, la façon dont on se présente, avec créativité et de revoir notre communication, que ce soit à travers notre site internet ou nos autres

outils. Avec l'aide de professionnels, nous comptons ainsi redynamiser notre image et nous repositionner de manière à mieux vous aider et vous servir.

2019 s'annonce pour l'AATF sous le signe du renouveau, de la coopération, de l'entraide et de la main tendue à de nouveaux membres.

Arrivée au terme de mon mandat, je suis heureuse de passer la main d'ici un mois à notre nouvelle Présidente, Anne Jensen. Au nom de l'AATF, j'aimerais remercier Jayne et notre quartier général de leur travail acharné et dévouement. Merci à notre Conseil d'Administration et à nos chapitres—pour votre travail exemplaire, votre générosité et votre loyauté à notre cause. Il m'est important de terminer sur cette note : les rencontres, les témoignages de gentillesse et de bienveillance, ainsi que les chances de pouvoir mieux comprendre la situation de l'enseignement du français aux États-Unis ont été des moments qui me furent précieux et qui m'ont beaucoup touchée. Merci, de tout cœur.

Anne, épaulée de notre secrétaire générale Jayne Abrate, de tout notre conseil d'administration et de nos chapitres, vous guidera pendant trois ans, et au travers d'une année 2019 qui sera exceptionnelle pour l'AATF.

Merci de continuer à enseigner le français avec passion et dévouement! Bonne continuation!

...collectivement nous sommes une association au service de nos membres et de notre cause, marquée par l'ambition d'avancer et d'évoluer avec détermination.

Catherine Daniélou

Présidente

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¹Michael Sheetz, «Technology Killing Off Corporate America: Average Life Span of Companies Under 20 Years», CNBC, 27 août 2017. [https://www.cnbc.com/2017/08/24/technology-killing-off-corporations-average-lifespan-of-company-under-20-years.html]

²Lina Tchalabi, «Entreprises centenaires, pourquoi et comment s'en inspirer», Visite Pro, 8 décembre 2016. [https://www.visite-pro.com/2016/12/08/587/]

The Haitian Connection

Merci beaucoup to the following schools who held fundraisers in 2017-2018 to support potable water, education, and health care in Paulette, Haiti: South Jefferson High School (NY), Huntington High School (NY), J.R. Masterman School (PA), Tully High School (NY), Malone Junior High School (NY), Far Brook School (NJ), Exeter High School (NH), Marcellus High School (NY), Bishop Brossart High School (KY), Agnes Irwin School (PA), St. Mary's Hall (TX), Louisville Collegiate High School (KY), Martin Luther King Jr. Academic Magnet School (TN), Chittenango High School (NY), Jamesville-DeWitt High School (NY), North Western High School (OH), Mexico High School (NY). Thanks to their efforts, 100 children can attend primary school in Paulette, an extremely impoverished village in the *Nord-Est* department of Haiti.

These French classes, French Clubs, and *Société Honoraire de Français* chapters have held crêpe sales, bake sales, soccer tournaments, hat days, car washes, loose change collections, etc. to raise funds for Haitian children. In addition to the fund raising, some schools have written in French to penpals in Paulette. Money donated from Marcellus High School and J.R. Masterman School purchased chlorine tablets to provide potable water for the two primary schools in the village of Paulette. In October 2017, retired Jamesville-Dewitt French teacher, Scott Manuel, went to Haiti and shared teaching methods with the Haitian teachers in Paulette. Scott also met with a representative of the nonprofit organization called Vibrant Village and helped to establish a daily lunch program for students in Paulette. The Haiti Educational Partnership is working with the grassroots organization *Fondation pour l'Épanouissement des Enfants Démunis* (FEED). FEED is composed of professionals from Paulette who desire to give back to the community by providing funds for education, medical care, and nutrition for the most vulnerable children in the village. FEED and the Haiti Educational Partnership would like to thank all the teachers, French Clubs, and *Société Honoraire de Français* chapters who have already raised funds for tuition, medical care, and potable water for Haitian children. We encourage other French students to make this connection with Haiti. Both the American and the Haitian students benefit from knowing each other. We are asking for donations to send 100 children to primary school, to provide potable water to two schools, and to provide a three-day medical clinic for 300 children. Please encourage your French students to consider hosting a fundraiser for Haiti.



Seventh Grade French student, Archie Euber, helped to make friendship bracelets and write messages in Creole, French, and English.

Checks may be made out to Park Central Presbyterian Church with "Haiti" in the memo line and sent to:

Mr. Ken Sharkey, Financial Officer
Haiti Educational Partnership
Park Central Presbyterian Church
504 East Fayette Street
Syracuse, NY 13202

Donations are needed for the following:

- \$26 - tuition for one child per year at the state primary school
- \$82 - tuition for one child per year at the Baptist primary school
- \$13 - for one child to be treated at the mobile medical clinic

For more information, please contact retired French teacher Georgette Schmidt at gjschmidt@twcny.rr.com.



Scott Manuel in Haiti

Contribute to Scholarship Fund

We would like to invite AATF members and colleagues to contribute to a scholarship fund in honor of the late Jane Black Goepper, longtime editor of the *AATF National Bulletin*, who passed away in July. At the behest of her family, we are collecting money to be used for a scholarship in her memory. Jane was a true global citizen, world traveler, and teacher/mentor. Hopefully, the funds collected will allow others to start their global adventure. We currently have \$2225 received or pledged.

To contribute, go to [<http://frenchteachers.org/hq/donate.htm>] or send a check to AATF Goepper Scholarship Fund, 302 North Granite Street, Marion, IL 62959. Thank you for your support.

Rebecca and Jean-Paul Valette AATF Legacy Award

Thanks to a generous donation from AATF Past-President Rebecca Valette and her husband Jean-Paul, we are pleased to announce the third annual Rebecca and Jean-Paul Valette AATF Legacy Award. This award will be made to an AATF member teacher whose program has shown significant growth over the last 3-5 years. The candidate selected will receive a cash prize of \$3000 and a complimentary one-year membership in the AATF. The recipient will also receive a plaque to be presented publicly at the AATF annual convention or at a local event of the candidate's choosing. The funds are intended to be used for professional development as well as improvement of the program.

Requirements

The candidate chosen

- must have been teaching at the middle school or high school level in a public or private school for at least five years;
- must have been an AATF member for at least three consecutive years;
- must demonstrate significant and steady growth in enrollment in his or her French program over the last 3-5 years;
- must submit a (1) current CV; (2) a statement describing his or her personal philosophy on teaching French (500-800 words); and (3) a description of the recruitment and retention strategies used with supporting documentation.
- (4) must submit enrollment figures over the previous 3-5 years and should include comparative figures for other languages and/or other schools in the district or comparable schools;
- (5) must include two letters of support: a recommendation from an administrator addressing the growth in enrollment and the candidate's achievements and a letter from a colleague highlighting the candidate's achievements.

Preference will be given to a teacher who is the sole full-time teacher at his/her school.

The application should be submitted in pdf format as one

document. Email this document to [abrate@frenchteachers.org] no later than **March 1, 2019**. Letters of support may be e-mailed directly to [abrate@frenchteachers.org] with the applicant's name and AATF Legacy Award in the subject line.

In the event a file is too large to email, it can be shared as a Google doc with [abrate@frenchteachers.org] making sure that "Anyone with a link can access" is selected and share the link.

We look forward to receiving many applications.

Walter Jensen Scholarship for Study Abroad

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One \$2000 scholarship per year is given to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2019-2020.

Eligibility Requirements

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

Scholarship

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

Application Form

Applications must be submitted online. For instructions, go to [https://www.frenchteachers.org/hq/summerscholarships.htm]. Letters of recommendation should be e-mailed to [scholarships@frenchteachers.org] with applicant's name, Jensen Scholarship 2019 in the subject line. The deadline for receipt of applications is **March 15, 2019**.

What's New in the *French Review*?

LITERATURE

- Miroirs de l'autre francophone: identité et francophonie chez Ghassan Fawaz et Dominique Eddé (Maan Alshouh)
- "Érostrate" de Jean-Paul Sartre: de la contingence existentielle à la violence démentielle (Franck Dalmas)
- Hell Is Not Always Other People: *Le regard* and Hegelian Reciprocity as Spectacle in Simone de Beauvoir's *L'invitée* (Ashley Scheu)
- Mourning in *Savannah* (Warren Motte)
- Bodies in Motion: Movement and Meaning in Marie Nimier's *Vous dansez?* (Lisa Connell)
- Dichotomic Boundaries: Binary Oppositions in Ixaro Borda's *100% basque* (Caroline Whiteman)
- Transgressions linguistiques, opposition politique: la critique sociale chez Prévert (Aurélien Van de Wiele)

FILM

- Parisian Streets and Corsican Roads: Wandering Youth in Jacques Rozier's *Adieu Philippine* (1962) (Matthieu Dalle)

SOCIETY AND CULTURE

- Cultural Identity and Reconciliation in Rwanda: From Spoken Word to Stand-Up (Lee Slater)

FOCUS ON THE CLASSROOM

- La littérature contemporaine pour la jeunesse: une ressource pertinente pour l'oral en classe de langue? (Christèle Maizonniaux)
- Intégrer la banlieue en FLE débutant avec *Filme ton quartier* (Honorine Rouiller et Carine Bourget)

INTERVIEW

- "Je suis un flâneur professionnel": entretien avec François Leblanc (Ritt Deitz)
- De rescapée apatride à écrivaine québécoise: entretien avec Kim Thúy (Tan Xinyi)

2019 AATF Convention Travel Award

This award is intended to provide assistance for AATF members traveling to the 92nd annual AATF Convention, July 14-17 at the Sheraton Society Hill Hotel in Philadelphia.

The Executive Council has voted to allot funds to provide Travel Awards to AATF members to help defray the cost of attending the July 2019 convention in Philadelphia. Applicants may receive the travel grant only once every five years. Funds are available to cover a limited number of awards; priority will be given to applicants from AATF Regions VII (West Central), VIII (Southwest), and IX (Northwest). Priority will also be given to members who have never attended an AATF convention.

Award amount: \$1000 + reduced convention registration (not including excursions, workshops, activities, or meals). The full amount will be paid upon presentation to National Headquarters of a receipt for travel attached to a signed letter agreeing to reimburse the money in the event of nonattendance at the convention.

Eligibility: Candidates must have been AATF members since January 1, 2018. Chapter officers, commission chairs, presenters, and leadership fellows are ineligible for this award.

Requirements: Recipients agree to make a presentation at an AATF function (chapter meeting or subsequent national convention) on a topic inspired by the convention in Philadelphia.

Applicants should submit a one-page description of the project and its expected impact on their students. Applicants should also explain their need for travel assistance. Recipients of the award will be expected to attend all days of the convention.

The application form can be found at [www.frenchteachers.org/convention/grant/]. Deadline: **January 15, 2019**.

MARK YOUR CALENDAR! JOIN US IN PHILADELPHIA IN 2019!

Attend the 92st annual AATF convention as we meet for the second time in Philadelphia. Join colleagues from across the U.S. as we celebrate the French language and all its cultures.

Message de la secrétaire générale

Chers Collègues,

J'espère que la fin du semestre d'automne s'annonce bien pour vous et vos élèves.

La fin de l'année et le printemps sont des moments propices pour la promotion du français. Planifiez dès maintenant plusieurs activités ou événements en préparation aux inscriptions pour l'année prochaine, que ce soit une dégustation dans la cantine de l'école, une chasse au trésor ou tout simplement le posage d'affiches faites par les élèves. Soulignez l'importance du français comme langue commerciale, langue internationale et langue globale. Assurez-vous que les élèves savent pourquoi il est utile d'apprendre le français pour qu'ils puissent convaincre leurs parents et servir d'exemple à leurs amis.

N'oubliez pas d'inscrire vos élèves au Grand Concours qui aura lieu au mois de mars [www.frenchteachers.org/concours/]. Surveillez votre courrier électronique et consultez régulièrement le site web pour les instructions concernant l'inscription et le déroulement du concours.

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

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

Recommandez des élèves pour les différents prix et concours que nous offrons [<https://frenchteachers.org/hq/awardsandgrants.htm>] et [<https://frenchteachers.org/hq/contests.htm>] et posez votre propre candidature pour les diverses bourses de l'AATF.

Nous vous demandons de nous aider à identifier ceux qui enseignent le français et à les recruter pour devenir membres de l'AATF. Si vous tombez sur un nom ou une liste de noms, pensez à l'envoyer à [recruit@frenchteachers.org], même si l'information est partielle. Nous vérifierons le statut de cette personne, ferons des recherches pour trouver une bonne adresse et la contacterons à plusieurs reprises. Faites du recrutement une activité de votre chapitre de l'AATF. Une heure de recherches faite par une dizaine de personnes aurait des résultats surprenants. Nous avons développé une liste de plus de 30.000 professeurs de français à travers les États-Unis. Avec votre aide, nous pourrions facilement doubler le nombre d'adhérents à l'AATF.

Pour la neuvième année consécutive, nous allons organiser le *Future Leaders Fellowship Program*. Nous invitons chaque chapitre à nommer un/e candidat/e pour ce programme qui aura lieu avant le congrès de Philadelphie. Les «anciens» des années précédentes sont déjà devenus responsables dans leurs chapitres, présidents de commission ou administrateurs du Grand Concours. Si vous voulez en savoir plus, contactez Janel Lafond-Paquin à [madamep51@hotmail.com] qui dirigera le programme en 2019. Si vous vous intéressez à participer à ce programme, contactez le/la président/e de votre chapitre de l'AATF.

Dans les pages de ce numéro, vous trouverez des informations sur beaucoup de projets et de programmes qui bénéficient aux membres de l'AATF et à leurs élèves et étudiants: *FLES* Poster Contest* (page 8), *Outstanding Administrator Award* (page 11), *AATF Small Grants* (page 13), *Convention Travel Award* (page 6), *Valette Legacy Award* (page 5), *Ludwig Excellence in Teaching Awards* (page 10) et la *Walter Jensen Scholarship for Study Abroad* (page 5). Profitez-en.

En faisant vos projets d'été, n'oubliez pas de venir nous rejoindre du 14-17 juillet à Philadelphie. Nous préparons des activités et des rencontres qui vous offriront une vue unique de la Martinique que vous ne trouverez pas ailleurs. Le chapitre de Philadelphie est déjà en train de préparer des activités afin de vous faire découvrir leur belle ville et la région. Vous trouverez d'autres renseignements sur le site de l'AATF au fur et à mesure que nous aurons confirmation des détails.

Jayne Abrate

Secrétaire générale

[abrater@frenchteachers.org]



***N'oubliez pas de venir nous rejoindre du 14-17 juillet
2019 à Philadelphie***

AATF NATIONAL FLES* COMMISSION 2019 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

**PLEASE TAKE A PHOTO OF THE POSTER BEFORE IT IS SENT!
POSTERS BECOME THE SOLE PROPERTY OF THE AATF AND ARE NOT RETURNED.**

The AATF National FLES* Commission is delighted to announce the 2019 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible. We hope you will encourage your students to participate and support them with some research and learning for the contest. AATF chapters should publicize the Contest. Individual teachers may submit up to three posters in each category to the National FLES* Commission Poster Contest, chaired by Karen Campbell Kuebler. In celebration of the convention in Philadelphia in July 2019, we will focus on the French history of this city. The theme for this year's contest is:

La Sœur de Paris: Philadelphie
The Sister of Paris: Philadelphia

Let the historical adventure begin! We will display the winning posters at the convention like we did in Martinique. See Learning Targets with specific details below.

REQUIREMENTS:

1. Entries **MUST** be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.
2. Grade categories are: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teachers **MUST** be current members of AATF.
4. Each poster **MUST** be accompanied by the AATF student information form found below (or request an electronic fillable form from Karen Campbell Kuebler; e-mail: [kkcdanser@verizon.net]).

All information must be completed for the poster to be submitted.

5. Entries will be limited to **THREE PER TEACHER FOR EACH CATEGORY**. The teachers are asked to select the best posters to be judged on the **applicability to the theme, creativity, and effort**. See **Learning Targets for specifics**.
6. Each teacher should send the posters postmarked by **March 1, 2019** to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; email: [kkcdanser@verizon.net].

Please mail the posters flat, first class, and protected by cardboard. Winners will be notified in early May.

- The first-place winners in each category will receive a cash prize from the national office.
- Winners in second and third place will receive gifts from the national office. All place winners will receive certificates from the contest chair. Certificates of participation will be sent to all students from the contest chair, too. We again look forward to receiving creative posters from students throughout the country for the 2019 National FLES* Poster Contest.

Learning Targets

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

K-1 & 2-3 categories

- I can identify three different details about the historical connections between Paris and Philadelphia on my poster.
- I can identify the contest theme on my poster.
- I can show my effort and attention to neatness on my poster.

4-6 category

- I can identify four different details about the historical connections between Paris and Philadelphia on my poster.
- I can identify the contest theme on my poster.
- I can show my effort and attention to neatness on my poster.

7-8 category

- I can identify five different details about the historical connections between Paris and Philadelphia on my poster.
- I can identify the contest theme on my poster.
- I can show my effort and attention to neatness on my poster.



PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.

Student's Name: _____

School: _____ Grade: _____

School Address: _____

City/State/Zip _____ School Phone: _____

Principal's Name: _____

Sponsoring Teacher: _____

Teacher's Telephone: _____

Teacher's Email: _____

SIGNATURES (All are required)

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

Student _____ Date _____

Parent/Guardian _____ Date _____

Sponsoring Teacher _____ Date _____

PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.

PS Form 3526 Statement of Ownership, Management, and Circulation (All Periodicals Publications Except Requester Publications)

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PS Form 3526, September 2007 (Page 2) PRIVACY NOTICE: See our privacy policy on www.usps.com

2018 AATF Commissions

Commission on Advocacy

Kathy Stein-Smith, Chair [2020]

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Teaneck, NJ
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Commission on Cinema

Joyce Beckwith, Co-Chair [2019]

Email: [mmejoyob@aol.com]

Dolliann Hurtig, Co-Chair [2019]

Louisiana Tech University
Ruston, LA
Email: [dhurtig@latech.edu]

Commission on Cultural Competence

Martha Behlow, Co-Chair [2020]

Geneva Community High School
Geneva, IL
Email: [mbehlow@geneva304.org]

Sheila Conrad, Co-Chair [2020]

Bettendorf High School
Bettendorf, IA
Email: [sconrad@bettendorf.k12.ia.us]

Commission on FLES*

Karen Campbell Kuebler, Chair [2020]

Towson University (MD)
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Commission on French for Specific Purposes

Deb Reisinger, Chair [2018]

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Durham, NC
Email: [debsreis@gmail.com]

Commission for the Promotion of French

Justin Frieman Charles, Chair [2019]

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Round Lake, IL
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Commission on Middle Schools

Janel Lafond-Paquin, Chair [2018]

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Newport, RI
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Commission on Student Standards

Rebecca Fox, Chair [2018]

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Fairfax, VA
Email: [rfox@gmu.edu]

Commission on Technology

Catherine Ousselin, Chair [2019]

Mount Vernon High School
Mount Vernon, WA
Email: [catherineku72@gmail.com]

Commission on Teacher Recruitment and Retention [2021]

Rebecca Léal, Co-Chair

Elmhurst College
Elmhurst, IL
[rebecca.leal@elmhurst.edu]

Eileen Walvoord, Co-Chair

[eileenwalvoord@gmail.com]

AATF Dorothy S. Ludwig Excellence in Teaching Award

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

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2020, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Philadelphia in July 2019.

Nominations may be made by any AATF member in good standing or by an AATF chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2019**. Please see the September issue of the *National Bulletin* or [<https://frenchteachers.org/hq/awardsandgrants.htm>] for additional information and the application.

Administrator of the Year Award

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

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

Applications should be received at AATF National Headquarters no later than **December 1, 2018**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2019) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials electronically in pdf format to [abrate@frenchteachers.org].

À Votre Avis... a place to share ideas, thoughts, and practices

What are some creative ways you treat holidays while respecting the diversity in your classroom?

Karen Campbell Kuebler (MD): Collaborate with the music teacher and/or dance teacher for the Nutcracker Around the World! Many people know about Tchaikovsky's score, but few outside the dance world realize the original choreographer Marius Petipa was French, not Russian! History, Arts, and Culture all in one! Focus on the cultural dances in Act II and discuss the economic impact as well as the numerous collaborations that continue to happen with this "imported" ballet. There is also a Cajun version as well as a jazzy version by Duke Ellington.

Nikki Hollis (IN): For my French 3 and French 4, each student researches a holiday food of their choice from a French-speaking country. No two students may choose the same holiday in the same country. Before semester exams in December, we have a food day where students prepare the chosen food to share, and each student presents a slideshow in French about what their holiday is, how it is celebrated in the specific country, and how the prepared dish is connected to the holiday. We have had students present on New Year's Day in different countries, Mardi Gras in France and New Orleans, various *fêtes nationales*, and so on. The presentations and foods from non-European holidays are always interesting!

Anne Jensen (CA): During the month of December right before winter break I would spend a day with my students exploring the long-held cultural traditions in France related

to Christmas, such as the *bûche de Noël*, *sapin de Noël*, *crèche*, etc. However, I gave students the option to do a short "holiday project" in which they could write a Christmas card, a Hannukah card, a Kwanza card, a New Year's resolution list or card, a letter to *Père Noël*, a winter holiday poem, or something else. I often had them participate in this writing activity as they sampled holiday desserts shared by students who come from very diverse backgrounds here in California on the last day of class before winter break. This holiday activity made everyone feel that they had something to share while learning about particular traditions in France.

Françoise Boden (CA): On fait un concours de bûches et on va chanter des chansons de Noël à des classes qui nous invitent.

Our question for the January issue is: What's your favorite tech tool (websites, apps, blogs, devices) to enhance teaching/learning and how do you use it? Share your response via the AATF Facebook, NB Twitter @AATFNB, or email [nbeditor@frenchteachers.org]. *Merci!*



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Plaines, Houston, North TX, OK, South TX**Susie Hennessey, Region VIII (Southwest) Representative [2020]**

Inderkum High School

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

AATF Small Grants

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

Application must be submitted online by **March 1, 2019**. For instructions, go to [<https://www.frenchteachers.org/hq/awardsandgrants.htm>]. A brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be matched from chapter treasury, if applicable, are required. Chapter support must be attested to by the chapter secretary-treasurer via email to [smallgrants@frenchteachers.org]. Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process as soon as you read this by alerting your Chapter officers to your upcoming request.

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

Members at all levels of instruction may apply.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2019 are encouraged.

Découvrez Philadelphie!

Congrès annuel de l'AATF du 14 au 17 juillet 2019

Le Yoga dans la classe de français



In my upper-level classes as well as with French Club, I try to find opportunities for my students to interact with native speakers. I think the challenge of communication entices and thrills them and

makes them see that French is important and alive, even here in the Chicagoland area. I want my students to realize that they are fully capable of communicating with someone from another culture and that communication doesn't necessitate perfection. I had been thinking for a while of incorporating mindfulness in my classroom and, in particular, doing yoga in my combined French AP and 5 class, but I wasn't sure if the students would be receptive to the idea. I wanted them to value the opportunity and not think it was a waste of their time. It wasn't until talking with them about my own stress and ways that I cope that I realized just how many of my students already practice yoga. I did a survey to see who be interested in doing a yoga lesson in French, and my AP class was especially interested. "Can we please do this?" they begged.

Some of the benefits of mindfulness include increased happiness and optimism, increased empathy and compassion, improved sleep, greater focus and concentration, and reduced stress and anxiety. I thought the perfect time to bring a French yoga teacher into my classroom would be before the AP and final exams, one of the most stressful times in the school year. I wanted us to take this time to bond with one another and have fun together. Though a combined class, we rarely worked on the same thematic unit. Most of my French 5 students had taken the AP French test the previous year, so for much of this year they had a different curriculum than the current AP students. I wanted this yoga class to unify us and show students that they aren't alone; they are all going through the same battles, the same stressors. Now is the time to support one another. I also wanted them to realize that they are worth more than their test scores. As other AP French teachers well know, you can only do so much to prepare them. The themes and sub-contexts are so vast that it is impossible to cover them all and encountering the unknown after devoting four or five years of one's life to the study of French can be demoralizing. I wanted them to remember first and foremost that learning French is fun.

So, I started looking for French yogis. It wasn't every hard. The Chicago/Northern Illinois AATF Chapter had sent an email that included information about a yoga and breakfast event that was held in French. I contacted the yogi Stéphanie Bour [www.stephaniebour.com], who responded right away, just as excited as I was for this event. I prepared my students by making a vocabulary list (with Stéphanie's help) of expressions that they might hear her say, and I made a Quizlet set of

yoga terms in French with pictures of the poses [https://quizlet.com/291854451/le-yoga-flash-cards/] or search "khoulihan" on Quizlet). The day before our yoga class with Stéphanie, we played Quizlet live together. That alone was a blast for the students and relieved a lot of stress. We all laughed as the students already familiar with yoga tried to help their teammates who had never practiced it, and those who had the French term had to match it to the corresponding picture... students were shouting and standing up in class and modeling the yoga poses for their teammates.

I had told Stéphanie that I wanted to begin the class like any yoga class - with an intention. But I wanted this intention to have a special meaning just for my students. Stéphanie came up with the perfect intention. After she greeted my students and introduced herself and talked briefly about how she came from Paris and working in the corporate world to becoming a yoga teacher in Chicago, she told them, "Vous êtes tous dans la même situation, sur le même bateau. Vous avez le même stress. Prenez ce stress et utilisez-le comme une force. La force de confiance—que vous pouvez et que vous allez réussir...ensemble." We then worked on breathing in and out as one, one class, one entity, one force.

Afterwards, the rest of the 40 minutes went by too quickly. After focusing on a few poses and explaining what they do for the body, spirit, and mind, we ended in "final savasana" (corpse pose). We were outside and what had started as a chilly, overcast day had slowly started to turn warm. The sun was beating down on our skin. Our French yogi brought our minds back to our intention we made at the beginning of class. I went around to each student and placed a cool, lemon-lavender cloth (made with essential oils), a recipe I took from the yoga studio where I like to go. We used the remaining moments to enjoy each other's company and have a "recovery croissant" with Nutella. When the bell rang, we were all surprised that time had gone so quickly. It always does.

I recommend this activity to all upper levels. My AP students are already talking about next year when we do this in French 5. It's not only fun to have a guest speaker (and native speaker at that) to join the class but to do something out of the norm. My district has been focused on mental health and mindfulness recently, and I feel this is essential, especially for upper-level students, juniors, and seniors who are under so much stress. I will continue to do this activity for years to come as well as find different ways to incorporate mindfulness and team building to my classes.



*La lumière en moi honore la lumière
qui est en vous. Namaste.*

Kelly Houlihan

Downers Grove North
High School, IL

[khoulihan@csd99.org]

Nominations for Vice-President

The Nominating Committee is asking all AATF members to submit nominations for the position of AATF Vice-President for the term 2020-2022. According to the constitution, the duties of AATF Vice-Presidents are as follows: “The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council.” Further explanations have been developed as follow:

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

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

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

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

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

To submit an annual written progress report to the President.

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

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

Keeping these terms and qualifications in mind, we ask that all of you consider possible candidates for this position. In addition, we ask chapter presidents and other colleagues to submit nominations. The term of office will begin on January 1, 2020 and run for three years, renewable for another three years.

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

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send her/his CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, March 1, 2019. The CV should stress the work of the person with AATF as well as other language related organizations. It shall be limited to no more than five (5) pages in length.

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

Send your nominations and address any questions to the Committee Chair at [vpnominations@frenchteachers.org] no later than **March 1, 2019**.

Nominations for Regional Representatives

The AATF is seeking nominations for Regional Representatives for Region III (Mid-Atlantic—Delaware, Maryland, Virginia, DC, Pennsylvania), Region V (East Central—Michigan, Indiana, Ohio, West Virginia, Kentucky, Tennessee), and Region VII (Southwest—Texas, Oklahoma, Kansas, Nebraska, Arkansas) for a three-year term, 2020-2022. Nominees must be members in good standing of the AATF and reside within the region that will be electing a representative.

Nominations may come from members or from chapters, including those outside the nominee’s own chapter. The AATF Constitution states that a Regional Representative cannot be succeeded by someone from the same chapter. There are incumbents in all three regions.

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee at [rnominations@frenchteachers.org] by **March 1, 2019**.

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

Classroom Activity

Editor's note: Those of you familiar with TPRS will recognize some of the traits of this activity. While neither the AATF nor the National Bulletin endorse one teaching method over another, we are in favor of including authentic materials whenever possible.

Explorons les adjectifs!

Rationale for activity: My activity is borne out of a desire to write and create stories for students that allow them to interact meaningfully with grammar and vocabulary. I wanted to have a story that students could read for the whole first year of French that would allow them to invest in characters and events, while also acquiring grammar and vocabulary. Below is a sample story and accompanying activities. This is a story I wrote before creating the entire novel/story, so it can work on its own.

Step 1: Read. Read the story for meaning and ensure comprehension: For each story, I present it to the class with pictures, props or actions as needed. The reading of the story is interactive. After reading the story, there are comprehension questions for students to do individually or in pairs. Following a discussion of the plot of the story and time for predictions, etc, we go back to the story to look at a particular grammar point. For this story, the grammar I was presenting was adjectives that precede the noun. However, you could also use the story to reinforce or preview other grammar.

Step 2: Observe and Organize. Re-read story and direct the students' attention to a specific grammar point. Organize information for students to help them see how the grammar is working.

Step 3: Discover. Through discussion, scaffold the material so that patterns emerge and allow students to discover grammar rules for themselves. Clarify and confirm hypotheses made by students to arrive at a clear understanding of the grammar.

Step 4. Engage. Provide opportunities for students to work with the grammar and vocabulary in meaningful ways. Design activities that allow students to demonstrate comprehension, apply concepts, and create with the target language.

Reflection on activity: I taught this way with all the lessons I had created last year and was amazed by how invested the students were. While I am always working on ways to improve, I had students who connected with my story's characters, students who could write with more passion and accuracy than in the past, and students who were eager to come to class. On feedback forms I provided, students said they loved the story, enjoyed the freedom to problem solve with language, and looked forward to coming to French class! This year I am working on how to work with more concentrated vocabulary and how to provide additional writing opportunities.

Max va au théâtre

Il est 5 heures de l'après-midi. Max est fatigué. Il dort dans sa chambre. C'est une petite chambre confortable avec une grande télévision, une jolie fenêtre et un grand tableau. Max va sortir ce soir avec ses amis. Ils vont aller au théâtre. Ses amis sont passionnés du théâtre, et ils ont tellement envie de regarder *Le Fantôme de l'Opéra*. Max, par contre, n'aime pas le théâtre. Mais il aime Roxanne—et Roxanne adore le théâtre. ☺ (Vous voyez?)

Ils vont partir en ville pour aller au théâtre. En fait, Max déteste le théâtre mais ses amis, Marc, Aline et Roxanne, sont passionnés pour le théâtre, et ils veulent vraiment voir *Le Fantôme de l'Opéra*. Max (comme vous le savez) adore Roxanne. Il pense fréquemment à elle. C'est une belle jeune fille brune. Elle est sociable et souvent de bonne humeur. Ils passent beaucoup de temps ensemble et s'amuse bien. Max pense qu'elle est parfaite!

À 5h45 Max entend son alarme. Il se lève pour aller chez ses amis. Il cherche ses bons amis et ils vont au théâtre. Ils trouvent leurs places et la pièce commence. Quelle belle musique! Max est à côté de Roxanne et il est très amoureux. Il y a une place libre à côté de Max, et les autres amis sont derrière. Max peut sentir le parfum délicieux de Roxanne. C'est une soirée romantique après tout! Mais, attends...quelque chose ne va pas...Roxanne a l'air distraite. Qu'est-ce qu'il y a? (Quel est le problème?)

Roxanne ne pense pas à Max. Elle pense à un autre mec qui s'appelle Olivier. Olivier? Oui! C'est un hyper-bel athlète musclé. Roxanne a invité Olivier à venir à l'opéra aussi. Mais elle ne sait pas s'il est venu, donc elle est préoccupée. Elle est curieuse. Elle se demande si Olivier est aussi dans le théâtre.

Quand l'entre-acte arrive, Roxanne quitte son siège pour trouver quelque chose à boire. (et...bien, ce qu'elle veut vraiment, c'est chercher Olivier). Max est parti pour aller aux toilettes. Quand il revient à sa place, il voit Roxanne. Il y a quelqu'un à côté d'elle. Vous savez qui? Oui!!!! C'est bien Olivier!! Roxanne est maintenant entre Max et Olivier. Roxanne parle uniquement à lui. L'opéra recommence et Max est misérable. Il veut partir tout de suite. C'est une soirée terrible. Il se lève, il sort du théâtre et il part en voiture.

Questions de compréhension:

- | | | |
|---|------|------|
| 1. Max a une grande chambre. | VRAI | FAUX |
| 2. Max adore le théâtre. | VRAI | FAUX |
| 3. Roxanne est une jeune fille blonde. | VRAI | FAUX |
| 4. Max se lève à 6h30. | VRAI | FAUX |
| 5. Roxanne pense que Max est hyper beau. | VRAI | FAUX |
| 6. Roxanne est allée au théâtre parce qu'elle adore les opéras. | VRAI | FAUX |
| 7. Max et Roxanne parle beaucoup pendant l'entre-acte. | VRAI | FAUX |
| 8. Max sort du théâtre après qu'Olivier arrive. | VRAI | FAUX |

Qu'est-ce que vous en pensez? Est-ce que Max va être fâché contre Roxanne et Olivier? Est-ce qu'il va frapper Olivier? Est-ce que Max va parler avec Roxanne et expliquer qu'il l'adore?

Discutez les possibilités. Décidez selon les choix suivants:

Je pense que Max va être fâché contre Roxanne et Olivier parce que...

Je pense que Max va frapper Olivier parce que....

Je pense que Max va parler à Roxanne. Il va dire à Roxanne qu'il l'aime (Je t'aime, Roxanne!) parce que....

Étude de grammaire: Lisez l'histoire encore. Cherchons les adjectifs ensemble! Suivez-moi au tableau et complétez le document que vous avez reçu.

- (1) Relisez la petite histoire en soulignant TOUS les adjectifs.
- (2) Puis, complétez les phrases suivantes avec l'adjectif qui correspond.

1. C'est une _____ chambre _____
2. Une _____ télévision
3. Une _____ fenêtre
4. Un _____ tableau
5. Une _____, _____ fille _____
6. Quelle _____ musique!
7. C'est une soirée _____.
8. Olivier? C'est un _____, _____ athlète _____
9. C'est une soirée _____.

Étudiez la liste d'adjectifs suivante. Discutez avec votre prof. Puis, classez les adjectifs selon vos observations. Comment est-ce que vous allez les organiser?

beau	intelligent	petit	belle	rouge	musclé
nouveau	sportif	romantique	fantastique	intéressant	deux
vieux	mauvais	indépendant	bon	énergique	joli

Colonne A (avant le nom)

Colonne B (après le nom)

In your own words, write in the space below how you will keep track of which adjectives precede the noun and which adjectives follow it.

Complétez les phrases suivantes en choisissant l'adjectif le plus vrai.

1. Roxanne est une _____ fille. (sportive/jolie)
2. Max est un mec _____. (timide/beau)
3. Au théâtre, il y a de la _____ musique. (ennuyeuse, belle)
4. Olivier est un _____ athlète. (bel, beau)
5. Pour Max, c'est une soirée _____ (belle, terrible)

Combinez les éléments pour faire une phrase correcte.

1. Roxanne est une fille (belle, charmante)
2. Max est un homme (intelligent, laid)
3. C'est un prof (compréhensif, intelligent)
4. Les étudiants sont (paresseux, jeunes)
5. Les filles préfèrent les hommes (amusants, beaux)
6. Les hommes préfèrent les filles (intelligentes, créatrices)
7. Olivier est un homme (indépendant, bel)

Écrivez deux ou trois phrases dans lesquelles vous décrivez les personnes avec qui vous aimez passer du temps. Exemples: Moi, j'aime les personnes intéressantes. /J'aime les jeunes personnes actives. Traduisez les phrases suivantes d'anglais en français.

1. He is a great, handsome athlete.
2. She is a beautiful, sensitive girl.
3. He is a young, talented musician.
4. They are good friends.
5. That was a long, boring play.

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Chapter News

Northern California

À la “Journée de Printemps,” qui s'est tenue en février à Stanford, journée de conférences annuelle de notre chapitre, nous avons reçu Kevin Elstob, professeur de français à California State University, Sacramento, qui a fait une présentation approfondie sur l'utilisation des différents médias dans les classes de français à tous les niveaux.

Dans sa présentation, M. Elstob a démontré comment employer des films, des court-métrages, des spots publicitaires et des clips musicaux francophones accompagnés d'exercices à faire en classe. Les exercices touchaient à tous les éléments de la langue: vocabulaire, grammaire et expressions idiomatiques. À travers ces différents médias—documents strictement authentiques—les élèves étaient exposés aux langages courants et aux comportements culturels dans les pays francophones.

À la suite de cette présentation, les participants ont pris part à des ateliers variés: Stratégies pour l'exploitation de films en classe (dirigé par Anne Jensen), Share-a-thon (dirigé par Anne Dumontier), Video Clip comme outil d'enseignement (dirigé par Imène Aggoun), Comment enseigner un film à contexte historique (dirigé par Denise Schang).

Pour terminer, Sarah Finck (présidente du chapitre) a dirigé une discussion pour demander aux participants d'exprimer leurs opinions sur l'intérêt des ateliers: ils y étaient extrêmement favorables.

Maryland

Since several school systems in Maryland are implementing online language learning programs and minimizing teacher contact in lieu of computer contact, the chapter is questioning how to support the technology but not lose the integral person-to-person (face-to-face not screen-to-screen) contact needed for successful language learning.

The AATF Announces Future Leaders Fellowship Program

When: July 13, 2019

Where: Sheraton Society Hill Hotel, Philadelphia

Proposed Schedule:

July 12 or earlier: Arrival in Philadelphia, Welcome Get Together with Executive Council

July 13: Breakfast/Lunch/Leadership Sessions, Working Dinner

July 14: Introduction of fellows at Opening Session of the convention.

July 14-17: Fellows attend entire convention.

The equivalent of one day of the leadership program will take place virtually prior to the convention.

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

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

Time Line:

December 15, 2018: Deadline for fellows Applications

Announcement of fellows selected as applications are approved

Requirements for Applicants:

Must be willing to attend the entire AATF convention in Philadelphia.

Must be a member of AATF for at least three years.

Must be willing to join the board of the local AATF chapter and serve as an officer at a later date.

Must write an article for a state newsletter and present a session at a state conference.

The AATF will waive the cost of registration for the Philadelphia convention and will reimburse two nights hotel accommodations (double occupancy) during the Leadership Program. Participants will be expected to pay for non-registration related expenses such as excursions and meals. The cost of meals during the one-day Leadership Program will also be covered by the AATF. Direct any questions to Janel Lafond-Paquin [madamep51@hotmail.com].

**PHILADELPHIA
AATF CONVENTION**

July 14-17, 2019

SOCIÉTÉ HONORAIRE DE FRANÇAIS



The establishment of a chapter of the *Société Honoraire de Français* offers several benefits to a secondary French program. It provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a blue/white/red cord (or white cord) at graduation, and the right to wear the official emblem/pin of the honor society. The chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest, as well as application for the annual travel grants. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events. Information is available from Christy Brown, Secretary SHF, AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: 607-821-2120; fax: (815) 310-5754; email: [shf@frenchteachers.org]. or from the AATF Web site at [<https://www.frenchteachers.org/shf>].

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 [<https://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.



CALL FOR PROPOSALS 2019 CONVENTION IN PHILADELPHIA

The online call for proposals for the 2019 AATF convention, to be held July 14-17 at Sheraton Society Hill in Philadelphia, has been posted on the AATF website at [www.frenchteachers.org]. Proposals will be accepted until **December 1, 2018**. The theme for this year's convention is "Le français à Philadelphie: Interculturalité dans la ville de l'amour fraternel." Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

AMAZON SMILE

The AATF now has an Amazon Smile link. Every time you make a purchase on Amazon, Amazon will make a donation to the AATF at no additional cost to you.

If you always start from our link at [<https://smile.amazon.com/ch/38-1718689>] when you log into your account, the funds will be automatically donated.

The AATF Executive Council made the decision to use any funds received through Amazon Smile to support the attendance of students planning to be French teachers at the annual convention.

Thank you for your support in this endeavor!

Members' Notes

We were saddened to learn of the passing of **Dr. J. David Edwards**, Past Executive Director of the Joint National Committee on Languages/National Council for Languages and International Study (JNCL/NCLIS), on September 6. Dave served as Executive Director of JNCL/NCLIS for 32 years until his retirement in 2012. With a Ph.D. in Political Science and speaking no second language, Dave adopted the language community as his own and was adopted by them. As a registered lobbyist in Washington, DC for the cause of languages, Dave was the epitome of what a lobbyist should be—a forceful and persistent voice for our cause.



He worked closely with legislators of both parties who were interested in and saw the national security value of Americans learning the languages of the world. He was respected by and worked closely with Senator Paul Simon, Senator Chris Dodd, Senator Thad Cochran, Senator David Boren, Senator Ted Kennedy, Representative Leon Panetta, Representative Rush Holt, Representative Sam Farr, and many others. He was instrumental in promoting—and occasionally writing—pieces of legislation creating the Foreign Language Assistance Program (FLAP), the CIBER programs, LRCs, and NRCs.

JNCL/NCLIS was officially established in 1980 following the report of the President's Commission on Language and International Studies. The AATF was one of nine founding members. Its goal was to allow the field to speak with one voice. Dave worked diligently to build the association to 75 member associations representing just over a quarter of a million language professionals and instructors in all languages

at all levels. Today, it numbers more than 120 associations of language teachers as well as companies in the language industry.

Dave received numerous awards and accolades from entities such as the National Museum of Language, Central States Conference on the Teaching of Foreign Languages, Northeast Conference on the Teaching of Foreign Languages, and numerous state language associations. He was made an Honorary Member of the AATF in 2010.

Randa Duvick (Northwest Indiana) has been promoted to the rank of *Officier* in the Order of the French Academic Palms. *Consul Général de France* in Chicago Guillaume Lacroix presented Randa's medal at a special ceremony at Valparaiso University.



The South Carolina Chapter is excited to announce that **Jennifer Reschly** was recognized as the 2017 South Carolina Foreign Language Teachers' Association (SCFLTA) Teacher of the Year and that **Jason Bagley** was appointed as the new Executive Director of SCFLTA.

Elementary Dual Immersion teacher **Pascale Datta** was named Georgia French Teacher of the Year in April.

The Kentucky Chapter congratulates **Jen Hoban** on being named their Teacher of the Year.

The prestigious "Marlin Harris Award for Outstanding Service to the World Languages Profession" was awarded to **Jeanne Classé** (Alabama Chapter), who has held many offices in both AATF and in the Alabama World Languages Association.

2018 AATF FUND FOR THE FUTURE

We would like to take this opportunity to thank these individuals who contributed \$500 or more to the AATF Fund for the Future during the membership year 2018.

SILVER LEVEL BENEFACTOR

Megan Diercks (CO)

SPONSOR

Ruth Doyle (MO), Deborah Stout (OH)

AATF EXEMPLARY FRENCH PROGRAM

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF Web site? Then you may be a candidate for the new Exemplary French Program sponsored by the AATF. Read the indicators and apply on the official form by **February 15, 2019**.

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

Salut les jeunes!

A Francophone Alphabet Adventure in Martinique!

Come on a journey of literacy, culture, and learning! Using the alphabet, we will discover how environmental print engages students and takes them on an educational journey around francophone Martinique. Numerous cognates also invite learners to recognize the connections between English and French.

From *Aquabulle*, *Banane*, and *Commerces* to *Visite*, *EXcursions*, and *Zoo*, this voyage through the French language supports ACTFL's Core Practices by using the target language, being communicative, modeling authenticity, and incorporating vocabulary in the context of *la culture martiniquaise*.

Some suggested activities include:

1. Print out the different letter pages and place one on each desk. Put one or two students at each letter station.

On va visiter la Martinique aujourd'hui!

Let the students decide if you will do a clockwise or counter-clockwise voyage today. You may wish to select one student as the Tour Director and time each stop for 30 seconds.

Limit the tour to five to seven minutes of travel, so this activity could be repeated several days in a row until students have visited the entire alphabet.

During each "letter visit," students may ask and answer questions about the different letter sheets.

2. Go for a more comprehensive language experience by challenging students to create a story using the words from three or more letter sheets.
3. Invite students to travel around the island with a journal and describe their visit with details from the locations pictured on the alphabet sheets. After their first draft, students could research an online map of Martinique and add cardinal directions to their visit for geographical connections and a more authentic experience. *À l'ouest, je vais à la Bibliothèque Schælcher à Fort-de-France. Au nord de l'île, je vais voir le sable noir de St. Pierre.*
4. Provide verb cards at each letter station (*avoir, être, faire, aller*) and challenge students to construct phrases about the images using at least two of the four verbs.

In addition to adding this or any other Francophone alphabet book to your classroom library, this deconstructed book can also be used for community events to promote your program and make people realize how much they can understand and learn about aspects of the Francophone world. Families could bring in photos from their Francophone adventures and then the class could create their own customized alphabet book. It would be fun to see where everyone has visited. In our "selfie world," these alphabet adventures also teach students to change their photographic focus and think more externally about their environmental literacy experiences.

Please feel free to email me for Google links to the *ABéCédaire* for Martinique and additional alphabet adventures in the Francophone world including Paris, Montréal, and Québec. *Bon voyage!*

Karen Campbell Kuebler

Townson University, MD

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Share with other FLES* teachers for future *Salut les jeunes!* articles Send your ideas to [mmemiller@aol.com], 74 Tuscaloosa Avenue, Atherton, CA 94027.



Reluctant Learners: Strategies for Engagement



Reluctant learners are present in every type of classroom and can be among the most vexing students for teachers. These students most often have more than enough ability to achieve in a world language classroom but choose not to. Getting by, hanging back, or worse, giving up are their coping strategies. Often, reluctant learners are seen as discipline problems by their teachers and classmates rather than opportunities. While this can certainly ring true, it's worth noting that opportunities exist with unwilling learners, not just challenges. The key is to seek out positive opportunities whenever possible to interact and connect with them and provide encouragement. While there is no one solution for

working with reluctant learners, since each circumstance creates its own set of needs and challenges, this article will share three classroom-tested strategies to consider.

Create a welcoming and inclusive learning community.

Building a positive learning community with each class is a key component to working with reluctant learners. All students want to be successful, but reluctant learners often struggle because they are afraid to fail. They are overly concerned with what their peers think and don't want to appear "dumb" in front of them, so rather than making an effort, they close themselves off from the rest of the community. Creating an environment that acknowledges each student as an equal and valued member of the community goes a long way with reluctant learners. The adage of "meet them where they are" certainly applies. Initially, reluctant learners may be hesitant to engage with the community as it's contrary to their typical coping response. Be patient. Be encouraging. Assigning reluctant learners a specific task in which they can experience success is a good way to coax them into engaging with the class.

Take time to connect with and learn about your students. If possible, occasionally offer your classroom as a lunch space for students and engage in conversation about things that are important to them. Take interest in the school activities that they're involved in and make a point to try and attend. If you cannot attend, inquire about the activity and ask them about their part in it. Conduct team-building exercises with your students. A hula hoop can be a useful tool in establishing a positive classroom environment. Using the target language, ask the students to stand in a circle and hold hands. Explain that the objective is to try and pass the hula hoop around the circle once without anyone letting go. Add another layer to the activity by having students narrate their actions in the target language. Incorporating a circle into various activities is another simple way to promote inclusion. You can also explain in the target language how there are no corners in a circle; no back row to hide behind, and everyone has an equal place within the circle. Building a strong sense of community within the classroom encourages risk taking and provides students a soft place to land.

When students feel safe, they are much more receptive to taking risks, particularly in the target language. Celebrating even the most flawed efforts with a high five or fist bump will go a long way with reluctant learners. Because language acquisition is about taking risks, build in a few simple activities where students can achieve success. Doing this early and often will help to build their confidence. By creating a welcoming and inclusive classroom, reluctant learners will feel safe to take risks and engage in the learning opportunities within the classroom.

A positive learning community goes beyond one's own classroom walls to building connections with colleagues. It is often hard to open up to other educators about classroom challenges and the difficulties of working with reluctant learners. But research on teacher self-efficacy (Bandura; Ingersoll; Swanson) and strategies to avoid burnout (Avalos; Dufour & Marzano; Hopkins & Spillane) suggest the effectiveness of professional learning communities (PLC) in which teachers collaborate in the sharing of ideas and provide support and solutions for dilemmas and frustrations. A PLC can be a formal structure, or simply a trusted colleague who provides a safe place to vent when necessary. PLCs may be required as part of a school or district professional development plan, but individual teachers can create their own PLCs through interaction with groups on Twitter, Facebook, and other social media platforms. Many world language teachers credit their online PLCs with providing them with rich resources, sound advice, and even the will to keep going in challenging classroom situations. Additionally, membership in state, regional, and national language organizations such as the AATF and ACTFL offer options for mentoring, networking, and collaboration. The bottom line is to find a support system that works for you, to not feel as if you are in it all alone.

Don't escalate, advocate.

In the 1972 book *Teacher and Child: A Book for Parents and Teachers*, school teacher and child psychologist Haim Ginott said it best: "I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration, I can humiliate or humor, hurt or heal. In all situations, it is my response that

decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized.”

As teachers, we sometimes become frustrated with our students over small issues. Occasionally, some of these instances escalate to the point where disciplinary action becomes necessary. Fortunately, many of the issues that teachers deal with in the classroom can be avoided by outlining clear expectations for your students. Take cell phones, for example. Whether you're for or against them, it's important that students understand appropriate use of technology. Taking the time to speak with students about when it's appropriate to use their phones is the key to avoiding confrontation over unauthorized use. Some teachers even set up charging stations in their classrooms as a strategic move; if a phone is on the charger, it's not in a student's hands, and they're even grateful to the teacher for providing them with a helpful service.

When discipline issues arise, it's important to be the adult. It is hard not to take offense when hurtful words are being directed at you; that's human nature. But regardless of how abrasive they may be, it's essential to understand that often the words being spoken are out of frustration or fear. Students don't want their peers to think they're “stupid” or “weak.” Rather than asking for help or admitting wrong, reluctant learners act out in hopes of being removed from the classroom.

After a disciplinary encounter with a student, give them a clean slate when they next return to class. Modeling forgiveness demonstrates to the students that you care about them. All students, particularly reluctant learners, want a teacher that will advocate for them. Offering an offender a clean slate signals a fresh start in your classroom and places the responsibility back on the student, allowing her/him to decide how she/he wishes to conduct her/himself in your class. Taking a moment to advocate for the student rather than escalating the issue will help to build trust within the classroom.

Make language an experience they can't get elsewhere!

In his 2012 book *Teach Like a Pirate*, author Dave Burgess asks readers: “If your students didn't have to be there, would you be teaching to an empty room?” That is a provocative thought, but as language teachers we have the opportunity to create a unique learning experience for our students unlike anything they will encounter throughout the school day. Make it interesting. Make it engaging. Do something that will grab their attention and keep them on the edge of their seat. Burgess calls this “the hook,” and a hook can be anything—movement, music, art, props, even costumes. Working on creative writing? Give your students LEGO® bricks or Play-Doh® and ask them to build a scene. Then have them write about it and swap scenes with another group to add to the story. Want to work on questioning? Place a mystery object inside a box. People always want to know what's in the box! And what better way to figure it out than by having the students ask questions about its contents. Tackling global issues in AP? Borrow from Jane Elliott's controversial classroom experience for a discussion on human rights and tolerance (Watch the PBS series *Frontline*, Season 3, Episode 9, “A Class Divided” for more information). A wealth of ideas for bringing global issues into the world language classroom can be found in *Words and Actions: Teaching Languages Through the Lens of Social Justice* (Glynn, Wesely, & Wassell) which is available as a free e-book to ACTFL members. The possibilities for engagement are limited only by your imagination.

For some, creating an engaging learning experience may seem time consuming and something that requires high energy on the part of the teacher, but it doesn't have to be. Keep it simple and start small to avoid feeling overwhelmed. Something as simple as a paper airplane could become a useful prop for engaging reluctant learners. An inflatable microphone can be a useful tool for conducting interviews or singing. A nerf ball, a tennis racket, an old shoe, an imaginary hat, and even a fly swatter are all tools that are easily acquired and can be implemented into a lesson with minimal to no preparation. There are several ways to use an imaginary hat. For example, place it on a student's head as a way of acknowledging a job well done. Or pass it around the classroom to reinforce vocabulary such as put on, take off, give, pass, left, right, on top of, and under. The more you exercise your own creativity, the easier it becomes. And once students catch on, they'll start sharing ideas too, which can be effective for reluctant learners as they often respond positively when given the chance to shape their learning (Shore 2001). Over time, you'll build up a small arsenal of useful tools for your teaching toolbox. While teachers are certainly overworked and underappreciated, if we want to tap into the full potential of our reluctant students, we have to tap into our potential as well. So take a risk. Teach outside the box. And provide students with an experience that they're not going to get anywhere else.

When it all falls apart (and it will), then what?

Working with difficult students is certainly challenging but the reward that comes from reaching just one reluctant learner makes the struggle worthwhile. Teachers are the last hope for some of these students. And the pain of not being able to reach through to a reluctant learner can make us feel like a failure. Don't lose focus. Stay the course. There will be times when a restart becomes necessary. It could be as simple as taking a class out into the hallway to restate expectations. Or perhaps a more involved approach may be necessary. Whatever it may be, the goal is to continue to fight the good fight, and never give up. The reality is that try as we might, we may not be able to reach every student, but that shouldn't keep us from trying.

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Call for AATF Commission Proposals

The AATF solicits proposals from members interested in serving, for a term 2019-2021, as a Commission Chair. Following extensive study, numerous changes have been instituted in the structure and function of the Commissions.

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

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

Commissions which are up for renewal or which need chairs

for the term 2019-2021, along with their objectives, are:

Student Standards: to propose products, materials, or services that help and encourage French teachers to incorporate standards-based teaching in the classroom.

High Schools: to propose products, materials, or services that provide direct benefit to high school teachers of French

Middle Schools: to propose products, materials, or services that provide direct benefit to middle school teachers of French

Teachers Standards: to propose products, materials, or services that promote National Board certification or other types of certification and/or mentor AATF members who are candidates for certification

Universities: to propose products, materials, or services that address issues specific to higher education

French for Specific Purposes: to propose products, materials, or services that promote the teaching of French for Specific Purposes at all levels

Proposals should be e-mailed to AATF incoming President Anne Jensen by **December 15, 2018** [annejensen@att.net]. Contact her also to discuss ideas for projects. Proposals are welcome from new and incumbent chairs. Incumbent chairs must submit a new proposal or request an extension on their existing proposal to continue.

Regional Reports

Region III: Mid-Atlantic

The majority of our chapters are vibrant and growing and hold at least three-four chapter events per year. In the next year, we will work to increase French teacher participation in AATF events, register more students for the *Grand Concours* and establish better ties between the high school and university teachers and students.

Connections and contacts

Region III Representative Katy Wheelock held an immersion breakfast at her home in Arlington, VA for French teachers throughout Region III. In attendance were teachers from at least five different chapters in the region. Heather Seeley, Educational Affairs Program Officer in the K-12 French Languages Office at the Cultural Service of the Embassy of France, and her colleague Romain Devaux, Program Officer in the Higher Education Office also attended the breakfast and shared resources. As Region III Representative, Katy Wheelock attended the Pennsylvania State Modern Language Association (PSMLA) Conference in Harrisburg, PA to network with Susquehanna Valley teachers and presented at a PSMLA Immersion Day in the Philadelphia Chapter at Chestnut Hill College, led by AATF Past-President Mary Helen Kashuba, SSJ.

Grand Concours / National French Contest

Although our total enrollment in the *Grand Concours* declined slightly this year, we saw close to 25% of our students win medals again. Our overall enrollment was just under 10,000; a renewed effort will be made to encourage chapter contest administrators to find new ways to support teachers to administer the contest in new schools. Of special note, Maryland has been a leader in FLES* for years while at the same time growing their overall chapter enrollment in the *Grand Concours* by 15.5% last year.

The Northeastern Pennsylvania Chapter and the Susquehanna Valley Chapter hosted *Remise des prix* ceremonies.

Activities for Teachers

The Maryland Chapter focused on support for National French Week celebrations at every level of instruction, communicating national and state initiatives as well as special events, and continuing to support teachers with the new format of the National French Contest. Numerous schools were offered monetary support for their excellent activities. Innovative plans from elementary schools through the university level were shared with our entire membership. Several schools shared celebrations on social media to promote French to numerous other populations.

An event will be planned in the Lehigh Valley area during the next school year for both local French teachers as well as AATF members at large who live nearby. Please contact the Region III Representative if you would like to join!

The Northeastern Pennsylvania Chapter held four one-hour seminars dealing with cultural activities for their members, and three times a year the Western Pennsylvania Chapter sponsors French immersion Saturdays; AATF meetings follow the day's events. The Past-President, Linda Twedt, and newly-elected President, Julie Crisafio, will focus on strengthening the high school-university bond to encourage more students to become French teachers.

The Susquehanna Valley Chapter held an August *soirée* at a local *crêperie*, with updates from the convention and the Future Leaders Program, focusing on National French Week ideas and the *Grand Concours*. In December, a small group met to take part in a *partage* (to leave with a new idea to freshen classes). On two weekends in February, they held a postcard writing campaign—to write and address postcards inviting prospective members to a PSMLA workshop and AATF spring meeting. At this meeting, elections were held for the first time

for this “new” chapter.

The busy Philadelphia Chapter had an eventful year and looks forward to hosting next year's convention in July! Events included professional development workshops given by Region IX Representative Catherine Ousselin, Randa Duvick of Valparaiso University, IN, and Julien Suaudeau of Bryn Mawr College. Additionally, they held a fall and spring *soirée ciné* with French movies followed by a discussion in French as well as a social event for members, friends, and family to see the play *The Revolutionists*.

Local Conferences

The Maryland Chapter continues to have a French strand of presentations at their yearly state conference.

The Virginia Chapter awarded a variety of grants, including \$300 for ACTFL participation, \$500 for *Congrès Français* (local secondary conference), and \$210 to defray costs for attending the French Film Festival held annually in Richmond, VA. Their annual meeting and luncheon took place at Foreign Language Association of Virginia (FLAVA) Conference, and numerous chapter members presented at both the spring and fall FLAVA conferences. Karl Cogard, from the Embassy of France, gave a presentation on French language advocacy resources for teachers and administrators.

Activities for Students

The Central Pennsylvania Chapter plans to continue its yearly French cultural event held at Bloomsburg University. Efforts are being made to increase high school student participation while addressing scheduling conflicts, avoiding inclement winter weather and high school state exams.

The Western Pennsylvania Chapter continues to be very active. They sponsored a table at University of Pittsburgh's Euro Fest in April 2017 with activities for children and a *tir au sort*.

Thanks to an AATF Small Grant received last year, Katy Wheelock and Susan Haley of the Northern Virginia/DC Chapter held their first Passport to French at Wakefield High School, Arlington Public Schools. Over 350 middle school students were invited to attend various fun and educational workshops led by SHF high school students. Though the actual number of participants was small this year, everyone enjoyed the morning, and the SHF chapter will host the event again in January 2019.

Respectfully submitted,

Katy Wheelock

Region III Representative

[kattywheelock@yahoo.com]

Region IV: Southeast

Alabama, North and South Carolina, and Georgia have all had elections this year with excited, passionate leaders ready to move the AATF forward. Florida continues to maintain a loyal crowd with some new ideas coming down the pike. Congratulations to both Florida and South Carolina for their increased enrollment in the *Grand Concours*. Despite missing officers this year, Mississippi has some very dedicated professionals who are looking to make some changes. In the next year, we will work to increase French teacher participation in AATF events, register more students for the *Grand Concours*, and establish better ties between the high school and university teachers and students.

New Leadership

Nathalie Brown is the new Georgia Chapter President with Stéphane Alagnon still helping as Vice-President. North Carolina welcomes new President Heather Tedder. New President Jeremy Patterson in South Carolina says relationships matter! His vision as the chapter president is to continue the work in building bridges of collaboration throughout the state and beyond.

Events for Teachers

Alabama Chapter President, Anne Barton, led several fruitful conversations about the needs of French teachers in the state, and along with Heather West and Barbara Brousseau, organized a dynamic conference in January. The chapter is excited to have been awarded a Small Grant to help with their upcoming multi-language immersion event.

The Florida Chapter once again offered numerous interesting and well-attended workshops on a wide variety of topics. The chapter awarded three scholarships during the annual student competition of almost 1,000 students, *Congrès*, and increased its involvement with the Florida French Business Council.

The North Carolina Chapter sponsored several events, including the annual joint spring meeting with the NC-AATSP at which plenary speaker Bobby Hobgood (UNC-Charlotte) engaged members in “A Frank Conversation about Technology.” The Foreign Language Association of North Carolina (FLANC) included four AATF sessions, including one on the history and culture of Haiti and Martinique. Also, the American Council of Quebec Studies (ACQS) and the North Carolina AATF Chapter held a joint conference titled “50 Years of Québec on the World Stage,” and the chapter awarded scholarships to deserving students at UNC-Chapel Hill, NC State University, Wake Forest University, and UNC-Charlotte. A very exciting virtual Professional Learning Network (PLN) for North Carolina French teachers called Collaboration Café was created by Secretary Caroline May Hocutt and Advocacy Chair Jeff Pageau.

South Carolina actively supports, presents, and represents at world language conferences at diverse levels: national (ACTFL and Alpha Mu Gamma National Convention), regional (Southern Conference on Language Teaching), and state (South Carolina AATF Fall Workshop and the SCFLTA Annual

Conference). The chapter held its fall workshop and business meeting. The President or Vice-President attended all face-to-face or virtual board meetings of the South Carolina Foreign Language Teachers’ Association (SCFLTA) as the representative of the AATF chapter.

Events for Students

With new leadership for the March Immersion Weekend, Georgia Chapter members Whitney Dubrulle and Matthew Jadlocki organized a successful weekend for students in French 2 and higher, several of whom attended for the third year in a row. Atlanta was once again the beneficiary of both the Francophonie Festival 2018 edition [www.francophonieatlanta.org/festival-2018.html] and the SCOLT-FLAG Conference in Atlanta. The Georgia Chapter will participate and sponsor a one-week immersion elementary summer camp this year.

Respectfully submitted,

Deanna Scheffer

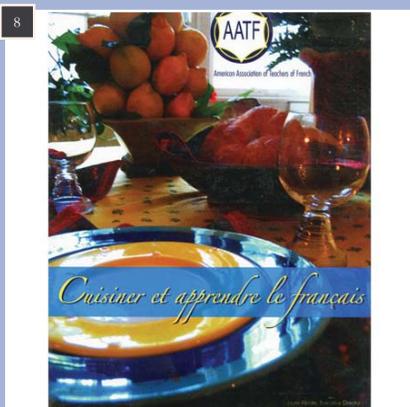
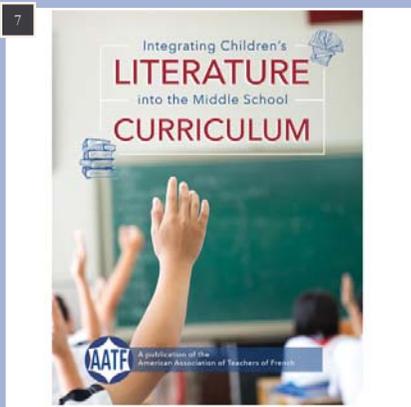
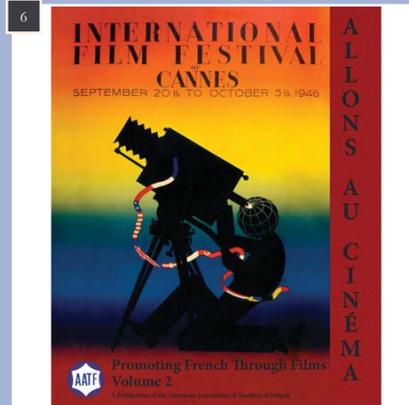
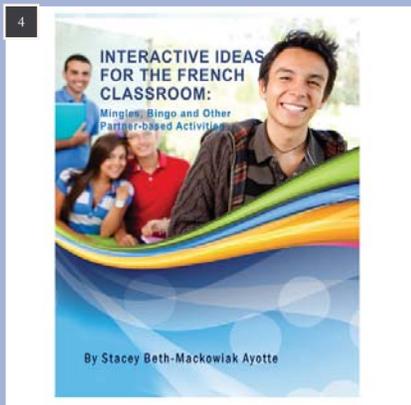
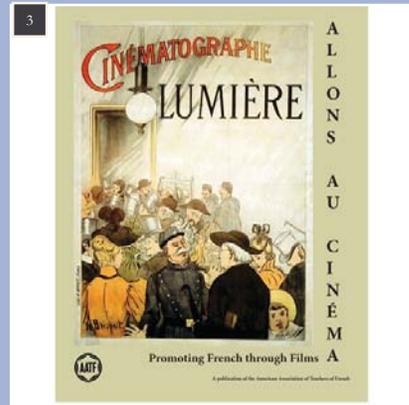
Region IV Representative

[deannascheffer@gmail.com]

MARK YOUR CALENDAR! JOIN US IN PHILADELPHIA IN 2019!

Attend the 92st annual AATF convention as we meet for the second time in Philadelphia. Join colleagues from across the U.S. as we celebrate the French language and all its cultures.

AATF MATERIALS CENTER



1. Fleur-de-Lys Medallion

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

2. Performance-Based Assessment Strategies

Collection of 43 IPAs for levels from Novice to Advanced. \$25

3. Allons au cinéma: Promoting French Through Film Vol. 1

These volumes present activities related to a wide variety of Francophone films. \$25 each; both for \$40.

4. Forward with French Pens

Interactive Ideas for the French Classroom: Mingles, Bingo and Other Partner-based Activities, by Stacey Ayotte. From the AATF Press. (117 pp) \$20

5. Forward with French Pens

AATF and Forward with French imprinted on black and red pen. \$3.50 for 6, \$6.00 for 10

6. Allons au cinéma: Promoting French Through Film Vol. II

Seventeen French and Francophone films are presented in Vol II. All are appropriate for secondary or university levels. Three are animated films and would be appreciated by middle school students. \$25 each; vols 1 & 2 for \$40 (nonmembers \$40 each/both for \$55)

7. Integrating Children's Literature into the Middle School Classroom

Twelve Francophone children's stories presented with vocabulary and activities, edited by Janel Lafond-Paquin. (142 pp) \$25

8. Cuisiner et apprendre le français

175-page cookbook w-36 illustrated recipes in French with activities. Includes reading texts related to ingredients or culinary techniques and many exercises. Glossary and English adaptations of the recipes.

9. Trousse scolaire

Pencil case, pen, pencil, eraser, sharpener, ruler with imprints in French. \$4 each or \$2.50 for 10 or more

Prices include first class postage. Payment or purchase order must accompany orders. SEND to: AATF Materials, 302 N. Granite St., Marion IL 62959-2346; [aatf@frenchteachers.org]. Prices valid through 12/31/18. MORE ITEMS/pictures available at: [www.frenchteachers.org].

Editor's note: Throughout this year, the National Bulletin will feature articles by teachers who teach using non-traditional methods. Neither the AATF nor the National Bulletin endorse one teaching method over another: These articles allow teachers to learn

about the wide variety of world language methods and philosophies. The AATF-CT webinar series (see page 36) can also be a resource for these teachers.



Mid-Career Makeover: Moving to Thematic Instruction

Four years ago, I left behind a decade-plus of teaching from a textbook and plunged into thematic instruction. What a thrilling, confusing, inspiring, and exhausting year it was! Although I

had spent most of the previous summer writing thematic units based on Laura Terrill and Donna Clementi's *The Keys to Planning for Learning*, I still had to find a way to break my beautiful unit templates into daily lessons. Every day. For 180 days. At the same time, I was just beginning to understand where to find authentic resources but not yet sure what to do with them in class. I kept hearing that learners don't acquire language structures/grammar through direct instruction but wasn't ready to drop my textbook's vocabulary lists or grammar topics and couldn't envision an alternative. I wanted to assess by mode and by unit Can-Do statements, but I didn't have a structure in place to make that happen.

Fast-forward to today. While my units remain works in progress, I now have a thematic curriculum that is proficiency-based, relies almost exclusively on authentic resources from the French-speaking world, has clear performance targets, and lets students see what they can do with the language via performance-based assessments and standards-based grading. I would venture to say that transforming one's practice in this deep sort of way takes a good three to five years but is never really done.

So how did I decide to make the leap in the first place? After all, I already taught motivated and successful middle school students whose high school French teachers praised their preparation when they arrived in French 2. Why change a good thing? Here were a few of my reasons:

- My textbook was outdated and paled in comparison to authentic resources I found online.
- A small group of students were unsuccessful in my courses. They became discouraged by their performance on traditional discrete grammar and vocabulary assessments. Some even dropped French.
- Another group of students earned excellent grades but didn't have much communicative ability. I wasn't confident that they could survive in a French-speaking country, particularly in terms of their interpretive and interpersonal skills, even though they earned As.
- I wasn't sure what my students retained in a deep and lasting way over the course of a year. There was so

much grammar and vocabulary in the curriculum that I rarely had time to revisit and spiral topics—much of the time, I did “one and done” teaching.

Attacking each of these weaknesses had a corresponding positive outcome. By switching to thematic instruction, I began to incorporate many authentic resources that helped students become adept at getting the gist of a reading or video. Culture leapt to the forefront as students encountered the products, practices, and perspectives of people in the French-speaking world on a daily basis. Using assessments by mode revealed that some of my previously unsuccessful students were actually highly-skilled interpreters of written or oral texts or brave participants in spontaneous interpersonal tasks. These students' talents had been hidden when I measured everyone's ability by traditional pen-and-paper assessments. At the same time, some of my “high flyers” now found the course more challenging. It wasn't enough to memorize a few verb conjugations and be ready to spit them back on assessment days. Those short, safe, “perfect” memorized answers were no longer sufficient to reach the course proficiency target. At the same time, my new units provided many more opportunities for success as we revisited key language functions such as describing and asking and answering questions in every single unit. Now there were many chances to recycle what we'd learned earlier in the year and build upon it.

While I can't define how I teach by any one particular method, I would say that I am always focused on incorporating the three modes of communication in my class with the most authentic materials possible that are still comprehensible to my beginning learners. When planning lessons, I try to be intentional about beginning with input-focused tasks and then moving toward output-focused tasks. I make sure that each lesson has Can-Do statements that are a logical part of the greater unit Can-Do statements so that we are building toward the end goals each day. This takes a lot of discipline and focus, because it is so tempting to me to add in whatever cool new thing I just found online. I have to remind myself that I have limited time and that my beginning students are counting on me to curate appropriate resources that will help them achieve the unit goals, not just entertain them or keep them busy.

When teaching, my lessons typically begin with a very short warm-up where students need to find out information from a classmate about whatever topic we're currently exploring in order to make a comparison. For example, during our unit on eating well, I might ask my Intermediate Low students to find someone who ate a healthier breakfast than they did and someone who ate a less healthy breakfast than they did. This quick exchange brings students into the target language but

with a clear communicative purpose and end point in mind (read more about these capital-T “Tasks” in Bill vanPatten’s *While We’re On The Topic*). I will call on a few non-volunteers to get a sense of students’ understanding and then introduce the day’s Can-Do statements. Usually, I have one or two Can-Do statements that figure into our bigger unit goals and that describe what students will be able to do as a result of the lesson than they could not do before. As quickly as possible, I introduce an interpretive task based on an authentic resource to open the day’s lesson. I want to capitalize on students’ “prime time” to introduce the most important part of the lesson while their brains are most receptive to new information, so I save administrative business for later when their attention has waned and we’re in “downtime.” The interpretive task will usually involve some kind of non-verbal processing task, so that students can show what they understand without having to produce in the target language. When students’ interest starts to dip or after about 10-15 minutes of work, I’ll pause to announce upcoming homework and check that day’s homework for completion only. Usually, I will randomly select five students whose homework I collect and assess for quality so that each student gets feedback a couple of times each term, while I only have to look at 20 papers from my four sections daily.

After downtime, I prepare students to enter into a new cycle of learning by bringing up their energy and attention with a quick brain break. My favorites are posted here on Pinterest: [<https://goo.gl/YectPb>]. We then move immediately from the

brain break into the next phase of the lesson which usually focuses more on some sort of interpersonal or presentational output based on the authentic resource. Students might stand in concentric circles and work on questions and answers related to the earlier resource or create a thinking map summarizing similarities and differences they noticed. In my dream lesson, I leave a few minutes at the end for an exit card so that I can see what each student can do as a result of that day’s learning. In reality, I rarely leave enough time for this key closing step. Perhaps in Year 5 of my transformation I will finally be able to include this consistently.

Although changing my teaching in all of these ways took a lot of learning and courage and falling flat on my face, my students are far more versatile and confident now than before. Yes, their accuracy and comprehensibility vary considerably, but they can all interpret authentic resources, engage in spontaneous conversation with a peer, and write about unit themes using strings of sentences. They have investigated some important topics in the French-speaking world as part of their developing intercultural competence. And I have found a path to lifelong engagement and learning as I create a thematic curriculum that evolves along with me and my students.

Rebecca Blouwolff

Wellesley Middle School, MA

[<http://mmeblouwolff.weebly.com>] or @MmeBlouwolff on Twitter.

2018 AATF FUND FOR THE FUTURE

We would like to thank all the dedicated AATF members who contributed at least \$50 to the AATF in 2017-2018

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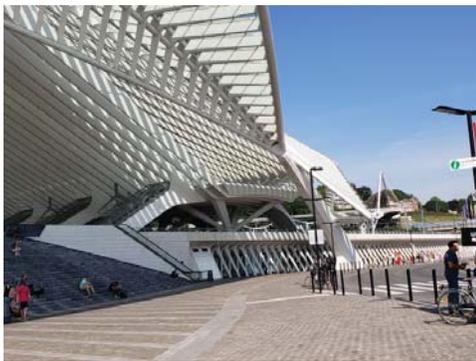
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Mon Stage à la fois liégeois et belge

Grâce à une bourse de l'AATF, j'ai eu l'occasion d'assister à un stage pédagogique à l'Université de Liège en Belgique du 2-20 juillet 2018. Je suis arrivée le 1^{er} juillet à Bruxelles. J'ai très vite remarqué le rôle important que joue le train dans la vie quotidienne des Belges. J'ai pris le train de l'aéroport Bruxelles Zaventem jusqu'à Louvain (Leuven en flamand) où j'ai pris une correspondance pour la gare Liège Guillemin (Luik en flamand). Ouf! (un belgicisme à usages multiples selon la situation mais qui signifie dans ce cas particulier «merveilleux», «magnifique») La gare Liège Guillemin est considérée une des gares les plus spectaculaires d'Europe. L'architecture de cette gare est à couper le souffle. Il valait la peine de la voir.



Lundi, le 2 juillet était le début de nos cours. Chaque jour, nous avons assisté aux cours de langue intensifs—de la grammaire, des expressions, des temps et des modes, des belgicismes et ainsi de suite. De

temps à autre, on a ajouté des modules sur la culture belge. Nous avons eu 45 heures de langue et 15 heures de culture au total. Les modules de culture traitaient de l'histoire, de la géographie, de l'art, de la musique, du film, des monuments, de la nourriture de Liège et de la Belgique. On a organisé dix excursions culturelles pendant notre séjour. En plus, nous avons fait nos propres excursions.

Pendant toute la durée du stage, nous avons fait des visites de Liège. Nous avons découvert ses monuments historiques et culturels y compris la Place Saint-Lambert, le Palais des Princes-Évêques, la Cité Miroir, le Musée Curtis, le Parc Boverie, la Place du Commissaire Maigret avec la statue de Georges Simenon, la Montagne de Bueren et d'autres monuments, édifices et quartiers de la ville. Nous avons fait aussi une balade en bateau sur la Meuse. Ce trajet fluvial nous a donné l'occasion de voir la ville d'une nouvelle perspective.

Les défis de la diversité des peuples belges, les néerlandophones, les francophones et les germanophones, se voient dans la vie quotidienne. Cependant, ils s'entendent bien quand il s'agit des trois éléments qui les unifient: le football, le roi Philippe et les frites. En fait, l'équipe de foot de Belgique, «Les Diables Rouges», a bien joué pendant la Coupe du Monde 2018. Elle a gagné au moins quatre matchs après lesquels il y avait de grandes célébrations bruyantes dans les rues: des coups de klaxon incessants, des gens qui hurlaient, criaient, dansaient et agitaient des drapeaux belges pendant

des heures après les victoires. En dépit du fait que nous qui n'y avons pas assisté nous avons du mal à dormir ces nuits; il était important que les Belges fassent la fête pour leur équipe.

Nous avons profité de la gastronomie belge. La Belgique est célèbre pour les frites, le chocolat, le speculoos et la gaufre. J'ai beaucoup aimé les frites de la Friterie du Longdoz. À mon avis, ce sont les meilleures frites que j'aie jamais mangées. Elles étaient à la fois croustillantes et moelleuses. En plus, je me suis régalée en mangeant des gaufres du Gouffier Pollux. Elles étaient bien chaudes, fourrées de bâtons de chocolat. J'ai mangé du chocolat du chocolatier Galler et de la marque «Côte d'Or». J'ai goûté aussi des chouquettes de la petite boulangerie pittoresque Une Gouffette Saperlipopette. À propos, je n'ai pas mangé que la nourriture sucrée. J'ai pris aussi toutes sortes de plats salés comme des sandwiches, des salades et des quiches.

Parmi les excursions culturelles, nous avons fait un voyage à Namur qui est la capitale de la Région Wallonne. Nous y avons visité la Citadelle où nous avons profité du panorama de la ville et de la Meuse. Nous avons passé quelques heures à Maastricht aussi. C'est une ville néerlandaise qui se trouve à la frontière avec la Belgique.



Le premier samedi, nous avons passé toute la journée à Bruxelles. Nous avons visité le site du

Manneken Pis, la statue de Jacques Brel, la Grande Place, la Cathédrale Saints-Michel-et-Gudule (le lieu des mariages de la royauté belge) et le Jardin du Mont des Arts. Nous avons eu du temps libre pendant lequel nous nous sommes déplacés dans la ville en visitant le Musée Magritte, d'autres sites et monuments et des boutiques de la ville.



Le deuxième samedi était l'occasion de visiter Bruges qui est



Le Jardin du Mont des Arts

surnommé la «Venise du Nord». Bruges se trouve dans la région flamande de Belgique. Nous avons flâné dans les rues, visitant des boutiques et des édifices religieux moyenâgeux. Les canaux brugeois sont classés «patrimoine culturel mondial» par l'UNESCO. Nous sommes montés dans le Beffroi de Bruges où nous avons vu le carillon de 47 cloches mélodieuses. Ce beffroi a la même classification mondiale que les canaux. La ville de Bruges est bien connue aussi pour la fabrication de toutes sortes de dentelles.

Une collègue et moi sommes allées à Louvain-la-Neuve au Musée Hergé. Le musée est dédié aux œuvres et à la vie de Georges «Hergé» Rémi, l'auteur originaire du neuvième art—la bande dessinée. Nous avons appris comment et quand il a commencé cet art qui fait maintenant partie intégrale de la culture belge.

Globalement, ce séjour linguistique m'a offert une formation sur un pays dont je ne savais que peu. J'ai découvert son système ferroviaire, sa gastronomie, ses peuples, ses provinces et ses chefs-lieux et même l'influence de la langue anglaise dans la vie quotidienne des Belges. Sans aucun doute, j'ai beaucoup appris sur la langue française et la culture belge et je me suis beaucoup amusée. Quelle aventure à la fois éducative et culturelle: «Oufi, Liège, et Oufi, la Belgique!»

Solace Amankwah

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AATF Webinars 2018-2019

Sessions are 45-60 minutes long and conducted mostly in English. At the conclusion of the webinar, the recorded session will be posted

online for future reference. To register, click the link in the webinar description and complete all fields. A confirmation email will be sent to you with instructions on how to use the webinar website, Join.Me.

Have questions? Send an email to Édouard Smith at [edsmith@er9.org].

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Creating a Virtual Professional Learning Network (VPLN)

Date/Time: Thursday, November 15 @ 6:00 pm (EST) / 3:00 pm (PST)

Registration Deadline: Tuesday, November 13

Are you the only French teacher in your school? In your district? In your county? Do you feel isolated and wish you had a network of colleagues upon which you could call when you have a question, need a resource or just want to vent frustrations? This webinar will present the multiple ways you can create a Virtual Professional Learning Network to connect with other French teachers across the country who share similar pedagogical approaches, levels, and more. Platforms will include Facebook, Twitter, Skype, and more! Connecting with others is easier than you think and rewarding in so many ways.

How Do Our Students Learn, Anyway?! Learning How To Learn - Part 2

Reference Text: *A Mind for Numbers* by Dr. Barbara Oakley

Date/Time: Thursday, December 13 @ 6:00 pm (EST) / 3:00 pm (PST)

Registration Deadline: Tuesday, December 11

Part two of this webinar series will delve further into the mysteries of memory, creating longer-lasting and stronger memories, tips to avoiding procrastination, and changing students' mindset that they cannot learn a language. Start a learning revolution in your classroom with these proven techniques to learn HOW to learn. Note: You do not need to have completed part one of the series to benefit from this webinar.

The Integrated Performance Assessment: The Who, What, When, Where, Why and How

Reference Text: *Implementing Integrated Performance Assessment*, ACTFL

Date/Time: Thursday, January 17 @ 6:00 pm (EST) / 3:00 pm (PST)

Registration Deadline: Tuesday, January 15

Creating complete Integrated Performance Assessments is highly rewarding but also time intensive. This webinar will present an overview of the process and provide tips, tricks, and practical advice for making the process more manageable for the busy teacher. Building upon our prior webinar on creating Virtual Professional Learning Networks, participants will be able to seek out educational partners to work cooperatively on IPAs or share already existing IPAs and resources.

Webinars for the spring will be announced in the January and April issues of the *National Bulletin*.

Working Together to Tackle the French Teacher Shortage

New urgency

The decline in both the number of college students majoring in French and those preparing to become teachers has perhaps given French teachers a new reason and new urgency to work together. We know that maintaining communication, coordination, and collaboration between levels is a well-recognized best practice designed to strengthen French programs at all levels. So could that kind of effort help us tackle the French teacher shortage as well? With that idea in mind, the AATF Teacher Shortage and Recruitment Task Force decided to take a fresh look at the connections between secondary and post-secondary French teachers. Another consideration is that, while it is a truism that every level depends on the one that precedes it, we have become newly aware of our dependency at all levels on the post-secondary programs to prepare those who will continue to renew and sustain our profession.

Relationships

This past spring, with the help of chapter presidents, the Task Force conducted a survey asking high school teachers and college faculty about their relationships with each other and we received 352 responses. The majority of respondents, 86%, were French teachers at the secondary level, and 14% were faculty at the post-secondary level. While this makes for an uneven number from the two levels, it largely reflects the approximate 75%/25% representation of these groups in our association. Among high school teachers, 60% indicated that they were acquainted with a college professor, while a perhaps surprising 90% of college faculty replied that they were acquainted with a high school teacher.

Activities Initiated

In terms of who contacted whom, 40% of the post-secondary respondents reported that they had initiated an activity or were planning one for the 2018-2019 school year with a counterpart at the secondary level, while only 20% of high school teachers had reached out similarly to a colleague at a college or university. The findings as to why teachers had not initiated an activity were, however, very similar. More than half of the respondents in both groups selected "It has not occurred to me to do so" as their first choice, and that same percentage in both groups also indicated "I am too busy" as their second reason. The respondents' first choice can be seen as very positive since this leaves a great deal of room for teachers to discover the value to themselves and to our profession of working together. In fact, some teachers remarked that filling out the survey itself had sparked an interest in contacting their colleagues at the other level.

The second reason why teachers had not initiated an activity with colleagues at the other level was not unanticipated.

While, as mentioned earlier, educators know that maintaining communication, coordination, and collaboration between levels is an intrinsically excellent educational best practice, each day offers each of us only 24 hours. Knowing how many demands there are on a teacher, we cannot be surprised that teachers tell us that limited time is an obstacle to initiating this kind of contact. In their open-ended remarks, other obstacles mentioned were a dwindling number of nearby post-secondary institutions that have a French program and local geography that means long distances to travel to the ones that exist.

Personal Stories and Accurate Information

Many high school teachers showed enthusiasm for the idea of having speakers visit their classrooms, and some were already involved in organizing these opportunities. They were eager to offer accurate information to their students about studying French in college and saw having professors or college students speak directly to their students as particularly valuable. Karen Morgan, a Wisconsin high school teacher, found that "the best kind of activities for high school students are when college students simply share some of their experiences with them" and described her students as "riveted by their stories."

College and university professors felt similarly in that they were eager to provide that kind of information. Professor Stacey Weber-Fève at Iowa State University says how essential it is to help "secondary students see how manageable and realistic it is to complete the major." She emphasizes the win-win aspect to communicating with local high school teachers when she says that this kind of accurate information "may help motivate them to take additional French classes in high school and commit to French as a second major in college." Contact between the two levels is a way to motivate secondary students to complete the French sequence in their high schools so that they will be able to take advantage of the opportunities for deeper learning, internships, and study abroad in college and potentially enter the teaching pipeline. This is a key concept that can help us address the teacher shortage.

Elizabeth Blood of Salem State University (MA) not only makes it a regular practice to visit local high school classes on her own or with other world language colleagues to talk about continuing to study French after high school but has also not hesitated to tout her own job as a French teacher as a participant in her school's Career Day. In our eagerness to "sell" French to our students, we are often eager to focus on their other academic interests and propose French as a second major along with art, music, political science, and international business but have perhaps neglected to also "advertise" French as a double major with education, a path to certification and the opportunity to teach.

Elizabeth Zwanziger told us that her creation of a program, which includes two years of course work at the University of Northern Iowa and two years at the University of Besançon, led her to begin visiting French classes in every local high

school and that this outreach is beginning to yield results in terms of interest in the French major. Her willingness to reach out to high school French teachers has also earned her allies in the university's admissions department who have now become eager to learn more about her program.

Campus Visits

College visits were surprisingly popular with the survey respondents, and many high school teachers reported bringing their third- and fourth-year students to a local college campus. Reports from our follow-up messages with secondary teachers as well as post-secondary faculty and staff involved in campus and class visits were overwhelmingly positive.

We found that the World Languages Department at Iowa State University offers a "Student Ambassador" program that pairs groups of visiting French high school students with a college student who has returned from study abroad and will be their guide for a campus tour. The university students apply for the program and receive a stipend for their work with funding provided by the Office of International Students. A staff member mentioned that students often tell her that they chose to study a world language at Iowa State because of the personal welcome that they received, including the visit.

French teachers can also arrange a visit to the University of Wisconsin-Madison with their French students through the Language Institute's "Experience Languages" program that includes a faculty panel discussion where they hear about study abroad and internships. Another option for French teachers that Wisconsin high school teachers, Andrea Behn, Ellen Onsrud, and Jennifer Muchka each mentioned and value highly, is the opportunity to bring their third- and fourth-year students to the campus to visit a class, have lunch at The French House, and tour the campus art museum.

One surprise that the survey yielded was that class visits were helpful specifically because they allayed students' fears that they would not be able to function adequately in a college French class. High school teacher Nitya Viswanath (IL) told us that visiting Elmhurst College with her students and attending a French class had "totally boosted their confidence and interest in wanting to take college-level French courses." She noted that French professor Rebecca Léal used the opportunity to describe not only how to major or minor in French but, significant for our purposes, presented the path toward K-12 certification. Pizza and cookies provided by Elmhurst College were part of the "college experience."

Karen Berrier at Valparaiso University (IN) was another teacher who emphasized the role of these visits in terms of assuring high school students that they had, in fact, acquired the language skills necessary to succeed at the college level, and also noted their subsequent willingness to sign up for college French classes. Berrier told us that she is aware of "several cases in which a student has visited one of our classes

and has subsequently enrolled as a major or minor." Feedback from some of those students, Berrier says, indicated that they "realize that they 'can do' the work after being in the class." She also offered that her experience has shown that "the more personal contact from professor to student the better."

Enrichment events

Some college teachers described on-campus cultural events such as French plays and concerts. While these events were organized by the college for their own students, high school students were also invited to attend. High school teachers, in turn, mentioned bringing their students to enrichment events such as "French Day," "French Fest," World Language Day," or "Immersion Day" on college campuses that were created specifically for secondary level students. While it can be challenging to arrange and schedule these dual-level events, Nathalie Cornelius at Bloomsburg University in Pennsylvania reported that, in fact, attendance at these types of cultural events can be effective in terms of enrollment when she says that she and her colleagues are "seeing some high school students ... come to the university and attending French classes."

High school teacher Sheila Conrad in Iowa has begun teaming up with a professor at nearby Augustana College for an annual joint high school/college event with an emphasis on shared activities that include conversation, games, trivia, and a friendly competition on tricycles!

Opportunities to "try on teaching"

For some respondents, these events also include considerable involvement of college students in organizing the event and providing some of the instruction. Opportunities to work directly with students younger than themselves put the college students in the role of teacher and enable them to "try on" teaching. Judy Celli, professor at the University of Delaware explained that every other year they organize "Francophone Day," with support from an AATF Small Grant. At these events, for example, "third-semester university students prepare poster presentations of Francophone regions," and high schoolers get involved not only as attendees but also "perform skits and songs and interact with our university students according to pre-assigned tasks (treasure hunts, for example).

Martine Cambolor at Marian University (IN) reported that she and her students have organized annual day-long immersion events for high school or middle school students such as a tour of the campus *en français* with her students as guides, lunch, and a concert with Éric Vincent. This kind of student involvement has sometimes been part of a student internship and contributed, no doubt, to four of her former students becoming French teachers in the last six years as well as three more French-Spanish majors who are now Spanish teachers.

College professors, such as Frédérique Grim at Colorado State University, told of sending students as interns or assistants into French classes in local elementary, middle, and

high schools or after-school language clubs and reported that this has resulted in some students choosing to follow up their college degree with an MAT and a career in teaching. What is encouraging here is that these outcomes have sometimes occurred on campuses where there is no education program leading to K-12 credentials. For example, at Whitman College (WA) Sarah Hurlburt developed a one-credit course called French4Kids "that sent college French students to elementary after-school programs where they taught children games, songs, and simple French conversation." She concluded that the students were not only performing positive community service, but also learning "how...rewarding it is to be a French teacher." In fact, Whitman alumna Marisa Ikert told us that "French4Kids allowed us to share our love for foreign language through songs, games, and fun activities." She has now completed a two-year MAT program at the University of Amherst and will begin her first year of teaching this fall in an independent high school in Massachusetts.

In an effort to give her students some real-life experiences, Marie Schein at Texas Christian University created relationships with local elementary school teachers who have accepted TCU students into their classrooms to teach themed French lessons, play board games, or *pétanque*. She tells us that she is aware of three or four of those who participated in recent years in the "French Language and Culture Awareness" teaching-oriented service learning projects designed by Schein "became French majors and later French teachers." So collaborating with teachers at other levels is not only an educational best practice for the students who participate at both levels but can actually contribute to an increase in the number of individuals in the teacher preparation pipeline.

More detailed information about Schein's efforts can be found in *Étudiants sans frontières*, available through the AATF, that presents service learning projects created by French teachers. In fact, in this publication, the editor, Jacqueline Thomas at Texas A&M University-Kingsville, describes a four and a half-week summer course that she offered to French minors who then taught French to 4th and 5th graders. As part of their coursework, the students had the opportunity to debrief their teaching experiences with a local high school French teacher. Perhaps not surprisingly, Thomas recounts that "one of the students... indicated that he was now considering going into teaching once he graduates." What is surprising and perhaps significant, given the decrease in French programs that offer the major, the students taking this course were given the opportunity to "try on teaching" as French minors.

Some Survey Take-Aways

Secondary-Level teachers

- are eager for information that will motivate and prepare their students for success in college French classes.
- highly value contact that is personal, such as visits in

their schools and on college campuses with college students and teachers.

- can address the teacher shortage by welcoming post-secondary interns and assistants in their classrooms.

Secondary-Level students

- are eager for reassurance that they will be able to succeed in a college French class.
- highly value contact that is personal, such as visits in their schools and on college campuses with college students and teachers.

Post-Secondary teachers

- are important resources for accurate information and support for high school French students and their teachers.
- can offer significant opportunities for their students to "try on teaching" with or without an on-campus education program.

Post-Secondary students

- are important resources for accurate information and support for high school French students.
- can discover the desire to teach through formal and informal opportunities to "try on teaching."

Teachers at both levels

- recognize the intrinsic value of communication, coordination and collaboration across levels.
- are limited by their workload and responsibilities in terms of reaching out to their colleagues at other levels.
- may not recognize the value of their role in addressing the teacher shortage.

Seeing these examples of initiatives that bring together students and teachers from secondary schools and post-secondary institutions leads us to believe that French teachers at multiple levels are themselves important resources for each other. Many of you have already discovered this. We look forward to seeing these cross-level contacts become more and more widespread and that they be recognized as important and effective tools for teachers working together to tackle the French teacher shortage.

The Task Force, now a commission, is interested in making available templates for the dual-level activities mentioned here, and others that you have created but of which we are not yet aware. Please share with us what you are doing together with a colleague at another level.

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REMINDER: IMPORTANT DEADLINES AND DATES

- December 1 Deadline for proposals for the AATF Convention in Philadelphia (see page 20)
 Deadline for nominations for Outstanding Administrator (see page 11)
- December 15 Deadline for applications for commissions (see page 25)
 Deadline for applications for the Leadership Program (see page 19)
- January 15 Deadline for applications for Convention Travel Award (see page 6)
- February 1 Deadline for nominations for the Ludwig Excellence in Teaching Award (10)
- February 15 Deadline for Exemplary Program applications (see website)
- March 1 Deadline for applications for the Valette Legacy Award (see page 5)
 Deadline for FLES* Poster Contest entries (see page 8)
 Deadline for applications for AATF Small Grants (see page 13)
 Call for AATF Nominations (see page 15)
- March 15 Deadline for applications for Jensen Scholarship (see page 5)

July 14-17, 2019
Philadelphia



Watch for updates:

www.frenchteachers.org

“Le Français à Philadelphia: Inter-
culturalité dans la ville de l’amour
fraternel”