Franco-American University Collaboration Leads to Dual Degrees for Students

At the University of Northern Iowa (UNI), there is a cutting-edge, newly-designed French major. Students are able to earn a Bachelor of Arts in Individual Studies: French Language and Cultures from UNI and a Licence Lettres et Arts: Lettres Modernes from the Université de Franche-Comté (UFC) in Besançon, France. These two universities have long enjoyed a study abroad relationship for summer, semester, or year-long time frames. Recently the French section at UNI and the English Department at UFC made the decision to expand this collaboration in order to offer the dual-degree program.

University of Northern Iowa students spend the first two years at their home university, taking courses in French and the liberal arts, according to an individualized study plan tailored to their specific interests. Then years three and four are spent at the Université de Franche-Comté taking courses alongside native French-speaking students and studying French literature, culture, theatre, and the arts. The specific path of the coursework is also established to align with the interest areas of the student participants.

Students from the Université de Franche-Comté are offered a similar program in the other direction. Their students complete two years in Besançon first, followed by two years at UNI. After their four years of study they are awarded a Licence Lettres et Arts: Lettres Modernes from UFC and a Bachelor of Arts in English from UNI. Three students from France have participated in the program. The first graduated in 2018, and the next two plan to graduate in May 2019. UFC student Faustine Lombard, who will complete her studies this coming May, highly values her experience at UNI. In her words: “Studying at UNI has enabled me to immerse myself in the American culture. I've traveled around the United States, met great people, and as a result, I have grown as a person. It has helped me practice and improve my English too. In my opinion, studying abroad is the best way to learn a
foreign language. It has truly been a life-changing experience.”

The lives of both UNI and UFC students have been enriched by this exchange. UNI student Sierra Depping shared her thoughts about UFC students who have come to UNI, Alizée Millot and Faustine Lombard: “Meeting and forming a friendship with the 2+2 students while being a student at UNI has opened so many doors for me. It’s shown me parts of my own campus I would have never explored as well as given me the opportunity to go to France and have an authentic experience with my friends. I truly believe that international friendships result in some of the best situations, because you gain not only incredible friends, but cultural and world knowledge. It makes us more compassionate for those different from us, open-minded, and globally aware, all of which have truly helped make us better people. I am so glad that they chose to come to UNI, so that I could meet them and share these memories with them.”

The ideal candidate for the 2+2 program is a student with significant high school French experience and an intermediate proficiency level on the ACTFL scale although students without this prior French experience are encouraged to learn swiftly! Students spend the first two years at the University of Northern Iowa perfecting their French as well as taking coursework in the liberal arts and humanities in preparation for the college-level content in French they will encounter at UFC.

Elizabeth Zwanzinger
University of Northern Iowa
[elizabeth.zwanziger@uni.edu]
President’s Message

It is a great honor to serve as president of the AATF for the next three years. Following in the footsteps of past-presidents, Catherine Daniélou, Mary Helen Kashuba, SSJ, Ann Sunderland, and Marie-Christine Koop, is a daunting task. However, I hope that with your encouragement and advice our association will move forward with new initiatives and reinforce what we already do very well.

One of the reasons I joined the AATF over forty years ago was because I wanted my students to participate in the Grand Concours and to join the Société Honoraire de Français. Once I became a member I realized that there were so many resources and suggestions for activities that the AATF had to offer me, the only French teacher in my high school. Teaching all levels of French can be overwhelming, and I benefited greatly from being able to connect with other French teachers at local, state, and national conferences. I truly believe that the AATF played a significant role in my being able to increase the French enrollment at both of the high schools where I taught. National French Week in November became a central part of my program, because the French language and Francophone cultures were visible to students, teachers, and administrators, as well as to the community at large. I often used the AATF flyers and posters at parent information nights and when I visited middle schools to promote the learning of French as a global language.

When I retired from teaching French in 2015, I continued my service to our local Northern California AATF Chapter and became more involved in teacher training and staff development at the university level. I currently work as the World Language Subject Area Coordinator at San Jose State University, and in that role, I teach the methods course and a seminar course for graduate level students who are pursuing a credential to teach world language at the middle school and high school levels in California. I enjoy sharing strategies on how to teach successfully using the three modes of communication to future teachers of French, German, Japanese, Mandarin, and Spanish. Helping prepare the next generation of world language teachers is very inspiring to me.

I am hopeful that my experiences in teaching at the high school and college levels will make it possible for me to help facilitate better articulation among elementary, middle school, high school, and college level teachers of French. One of the ways to link instruction at various levels of proficiency is to focus on the World Readiness Standards (2015). The AATF, along with the AATG, AATSP, and ACTFL, were the creators of the original standards back in the 1990s. Now called the World Readiness Standards, they have been adapted for 14 languages and used by many states in the creation of their own standards. In my role as your president I will be forming a task force of teachers from all levels of French to rewrite and update the Standards for the Learning of French, K-16. It is my hope that the learning scenarios within this document will provide teachers with concrete examples of how to teach and assess students using the communicative modes at all levels of proficiency. The French standards will serve as a great asset and foundation for communicative instruction at all levels of French and facilitate articulation between levels.

Another exciting way to provide better articulation and communication among our members will be through the roll-out in the next few months of a new upgraded website and communication platform. For a number of years our members have requested that we modernize and update our logo, resources, publications, brochures, and online presence. Our Executive Council realized that we needed a “new look” to attract new members and provide more support to current members, particularly through social media. For this reason the Council voted to hire Absolu, a full-service communications agency based in Trois Rivières, Québec, to create a bilingual French/English communication platform. Past-President Catherine Daniélou and Executive Director Jayne Abrate first met with representatives of the company in early 2018 to explain the needs of our association. Following this meeting, two representatives from Absolu presented their plan for the AATF to the Executive Council at our convention in Martinique. After follow-up with more detailed explanations of their proposal and budget, the Council voted to move forward. We are very excited to bring this project to its fruition and hope that our new look and social media campaign will reach French teachers who have never before thought about joining our organization.

Finally, as your new president I hope to have the opportunity to communicate personally with as many members as possible through this newsletter and local, state, and national conferences. As you probably know, as AATF members you are part of a local chapter, located within one of nine regions in the U.S. We realize that some chapters are more active than others, but as members, you should feel free to contact your local chapter officer or regional representative to find out how the AATF can help your French program and support your endeavors to promote the French language and its many cultures. Find them under the “Get Involved” tab on our website. I plan to have monthly meetings with the regional representatives so that we can address issues facing particular chapters and/or regions. However, if you would prefer to communicate with me directly, rather than through your chapter officers or regional representative, I welcome your suggestions. My goal is to ensure that our association is welcoming and accepting of French teachers from all backgrounds, ages, and communities. It is only by working together that we can make our association stronger. I look forward to meeting as many French teachers...
as possible during my term as president and hope to see many of you at our national convention to be held in the beautiful city of Philadelphia in July 2019!

Anne Jensen,
Président
[annejensen@att.net] or [anne.jensen@sjsu.edu]

Vive le français à Malone, New York!

Teachers and students have been busy keeping French language and culture alive in Malone Central School District. Students are using their French language skills outside of the classroom by participating in altruistic projects abroad, exchanging letters and meeting pen pals in Québec, taking cultural trips to Québec with the French Club, and doing special projects in their own community. Also, thanks to the generosity of Donors Choose and the Adirondack Foreign Language Enhancement Fund, students received some technological equipment in order to make their language learning more fun and effective in the classroom.

Pen Pal Project

Every year, the seventh grade students at Malone Middle School write French letters to sixth-grade students at Notre-Dame School in Huntingdon, Québec. At the end of the year, Malone Middle School students spend half of the day with their pen pals in Huntingdon and have a truly bilingual experience. They also get to order poutine and other fast food in French at a very popular restaurant in Huntingdon.

A seventh-grade student holds up her pen pal letters.

Pen Pal Project

French Club Students at Malone Middle School

French Club students went to the Ferrar Home, the Alice Center, and Valley Ridge Manor, local senior homes and a nursing home. Students sang French Christmas carols to the residents and brought them bilingual Christmas cards. My students really enjoyed it and so did the senior citizens. Afterward, we came back to the school for hot chocolate. We sang “Vive le vent,” “Petit Papa Noël,” and others.

French Club Cultural Experiences

French Club students attended the Cirque Eloize show entitled “Saloon” in Valleyfield, Québec. Our first stop was dinner in Huntingdon, Quebec so that students could order food and drink in French and experience French cuisine. French chef, Didier Le Mouëlic, prepared a wonderful meal for everyone.

Titus Mountain Welcome Sign Project

Members of the FA French Club, which is composed of Malone Middle School and Franklin Academy students, are making a bilingual sign for Titus Mountain, a local skiing hill, in order to welcome the many French-Canadian visitors. This project is funded by the Pays du Nord AATF Chapter.

Nancy Blais
Malone Middle School, NY
[nblais@malonecsd.org]
Opération Bonheur: Improving School Climate through Languages

Anyone who has ever taught in a high school or middle school knows that negativity, peer pressure, and apathy can abound. It creeps into your lessons, startles you in the cafeteria, and keeps you up long into the night. I knew that I personally could work hard to provide a welcoming, positive environment in my own classroom. Yet, as I saw student after student desperately seek out some place to belong, a happy place, a positive place, I began to question if I truly was doing my job as a developer of future global citizens if my classroom was the only positive spot to be. Did my students really understand how important it was to take care of each other, to participate in their community, and to take action to enact positive change? My students simply shrugged their shoulders and repeated every year: “We live in rural Montana, Madame, how can we help change the world?”

Starting in 2015, the French program at Glacier High School in Kalispell, MT implemented a school-wide initiative entitled “Opération Bonheur” aimed at improving our school climate by spreading genuine positivity and happiness. It is not a gimmick or a one-time community service project but a strategy dedicated solely to making our school a place where every student felt that they belonged. It is run by students, for students. Additionally, almost every project that we have implemented has included use of the target language.

When planning, I often ask them: “What do you need right now?” I have found that in the beginning of the year, they want to do projects that connect students with their peers after a long summer. In November-December, students tend to seek projects that remind others they’re not alone during those busy holiday months. January and May often sees my students finding ways to help their classmates destress with finals and AP testing. Students can’t help but focus on love in February, but generally they develop projects that let our student population know that they are loved and accepted no matter who they are. These projects are open to anyone and everyone in the French program. We do not limit our happiness! Depending on the project, the students work during class (after assignments are done), before or after school, during lunch periods/study halls, or even on weekends. Every activity has a goal, a positive message to share, and dedicated students ready to implement it.

It is so simple, it’s almost silly. We wrote 1500 compliments and stuck them on everyone’s locker, handed out encouraging French pencils before the ACT, and brought in trained therapy dogs and a free hot chocolate station during finals. Every semester, students wearing bright yellow shirts take our “happy” signs and welcome everyone to our school at 7:30 a.m. (no matter the weather!). Students write encouraging cards/posters for others about to take AP exams or the National French Contest and make 50 foot-long posters of what makes them happy. Bookmarks with positive messages are hidden in library books and compliments cover the mirrors in the bathrooms while murals cover the walls. Janitors, support staff, and teachers have gotten the red carpet treatment. Pencils (with positive messages) are handed out to the staff so they can, in turn, hand one to someone who is struggling and/or just needs a pencil. I truly believe that we have purchased every thank you card our small town sells. Their only goal is to spread positivity, brighten someone’s day, and practice their language skills.

Needless to say, this simple project has forever changed my program. My students are able to see how one person or one group’s actions can affect others and the world around them. They are eager to improve the place at which they spend eight hours (or more) of their day, not just for themselves but for people that they don’t know. And I rest easy knowing that they will graduate understanding the benefit of working together for the good of all and not just for themselves. Projects like this help to engage students in real-life situations where their solutions have the possibility of benefitting or changing the world around them. And isn’t that what global citizenry is all about?

To learn more about “Opération Bonheur” please visit [http://ghsfrenchprogram.weebly.com].

Stephanie Hill
Glacier High School (MT)
[hills@sd5.k12.mt.us]
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.

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 [rrnominations@frenchteachers.org] by March 1, 2019.

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

AATF Summer Scholarships

We have not yet received information on summer scholarships. Please check the website and your email, as we will send out information as soon as we have it, and the application deadline is often short. Merci!
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.

Contribute to Scholarship Fund

We 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.
Message de la Secrétaire générale

Chers Collègues,

Je vous souhaite un heureux et prospère 2019. Si vous n’avez pas encore renouvelé votre adhésion à l’AATF, je vous encourage à le faire maintenant. Si vous voulez participer au Grand Concours, à la Société Honoraire de Français, à la société des Jeunes Amis du Français ou enfin au congrès de Philadelphie, il est important de vous occuper de votre cotisation à l’avance.

Pourquoi devenir membre de l’AATF?

Il suffit de parler aux membres qui assistent à un congrès de l’AATF et deviennent par la suite des habitués, aux professeurs qui inscrivent régulièrement leurs élèves au Grand Concours et à la Société Honoraire et qui créent une tradition d’excellence dans leur école ou bien, aux professeurs d’université qui soumettent un article ou un compte-rendu à la French Review et qui se retrouvent plus tard évaluateur ou même rédacteur. Il est étonnant de voir dans la liste des boursiers, des lauréats de nos différents prix, ceux qui profitent de cette expérience pour ensuite servir l’association. Une association comme la nôtre ne peut pas fonctionner sans l’appui de tous. Pensez à poser votre candidature pour le Future Leaders Program.

Nouvelle campagne

L’année 2019 verra un renouvellement de l’image de l’AATF. Nous travaillons depuis quelques mois avec une agence de communication au Québec afin d’élaborer une campagne de recrutement basée sur les médias sociaux et sur le développement d’une communauté de professeurs de français qui partageront leur savoir et leur enthousiasme pour le français. C’est ce que nous avons toujours essayé de faire par moyen des activités de chapitre et des congrés. Par contre, il est temps que nous nous adaptions aux habitudes du 21e siècle.

De nos jours, les communautés sont virtuelles aussi bien que réelles, et les demandes professionnelles et personnelles sur les professeurs de français ne cessent d’augmenter. Nous voulons que l’AATF continuent à être l’endroit où enseignants à tous les niveaux et de tout âge peuvent trouver soutien, conseils et inspiration. De nombreux collègues sont isolés, le seul professeur de français dans leur établissement, et n’ont que rarement l’occasion de voyager dans des pays francophones.

Soyez à l’écoute des nouveautés qui verront le jour en 2019, et ajoutez votre voix à la création d’une association dynamique et innovatrice, toujours à l’écoute de ses membres.

Services et récompenses

Nous essayons d’offrir aux membres de nombreuses ressources pour promouvoir leur programme, pour récompenser leurs élèves et pour inspirer leur travail en classe. Pensez à proposer votre programme pour obtenir la désignation «Exemplary Program». C’est un moyen d’attirer une attention positive et de renforcer la valeur du programme auprès des administrateurs.

En plus du Grand Concours et de la Société Honoraire de Français, mentionnés ci-dessus, vous pouvez nommer un/e élève pour un Outstanding Senior in French Award ou pour l’Excellence in French Award. Nous offrons le Walter Jensen Scholarship for Study Abroad qui est destinée à un/e étudiant/e qui se prépare à une carrière d’enseignant. N’oubliez surtout pas les différents concours et activités d’immersion qui auront lieu dans bon nombre de nos chapitres.


Congrès de Philadelphie


Jayne Abrate
Secrétaire générale

[abrate@frenchteachers.org]
Fulbright Distinguished Awards in Teaching Semester Research Program for U.S. Teachers

This program provides K-12 educators from the U.S. to take part in a three- to six-month professional development experience abroad. Participants will pursue individual inquiry projects, take courses at a host university, and collaborate with colleagues on best educational practices. The Fulbright DA Program is sponsored by the U.S. Department of State with funding provided by the U.S. Government and administered by IREX.

Below is some additional information about the program.

Fulbright DA aims to grow educators’ professional leadership skills, promote mutual understanding, and allow educators to inform research, policy, and practice. The program offers the following:

- **Individual inquiry project**: Teachers will pursue individual inquiry projects supported by practical research at a host institution throughout their professional development experience abroad.
- **Three- to six-month professional development experience abroad**: Outstanding elementary, middle, and high school teachers from the U.S. have the opportunity to take part in a three- to six-month professional development experience abroad. Explore the participating country/territory locations.
- **Professional development courses**: Host institutions will provide courses pertaining to the candidate’s subject area and/or inquiry project proposal.

For eligibility criteria and other information, please visit: [https://www.irex.org/project/fulbright-distinguished-awards-teaching-semester-research-program-us-teachers](https://www.irex.org/project/fulbright-distinguished-awards-teaching-semester-research-program-us-teachers) or, if you have any questions, you may email at [fulbrightda@irex.org]. Deadline: January 15, 2019

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Contribute to the AATF Fund for the Future

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

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

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

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

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

Members will also be recognized each November in the National Bulletin as a Sponsor ($500-$999), Patron ($100-$499), Sustaining Member ($50-$99). We welcome contributions in any amount. If every member donated only $1, we would have $10,000 to devote to scholarships and the development of materials and activities. Make a donation to the Fund for the Future as you return your dues invoice this fall. Contributions are tax deductible.
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: ____________________________________________________ Grade: __________________________

School: ___________________________________________ 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 ________________

ORDER AN AATF MEMBERSHIP ID CARD

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

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

The advantage of the AATF membership card is the fact that it is written in French and thus is understandable to all. Several years ago teachers received free entrance to major French museums such as the Louvre. This is no longer the case. However, some city and departmental museums as well as private museums will grant teacher discounts upon seeing the AATF membership card. I always ask whenever I visit any museum in France and hope for the best. Sometimes the policy is to grant full admission; oftentimes I am granted admission at a reduced price. Some bookstores in France also grant a 10% reduction to teachers upon seeing a card.

AATF members can obtain an official AATF membership card by sending a SASE to: AATF Membership Card, 302 N. Granite St., Marion, IL 62959. Chapters can order cards in bulk for distribution to their members.

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

Ann Sunderland
AATF Past-President
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](https://frenchteachers.org/hq/awardsandgrants.htm) for additional information and the application.
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Katy Wheelock, Region III (Mid-Atlantic) Representative [2019]
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Email: [katywheelock@yahoo.com]
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Deanna Scheffer, Region IV (Southeast) Representative [2021]
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Daniel Noren, Region V (East Central) Representative [2019]
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There have been several changes to the AATF Executive Council.

**Anne Jensen** (CA) has assumed the presidency of the AATF. She will serve as President 2019-2021 and Past-President in 2022. Catherine Daniélou is now Past-President and will serve one year in that capacity on the Executive Council.

**Deanna Scheffer** (FL), AATF Region IV Representative (Southeast), and **Catherine Ousselin** (WA), AATF Region IX Representative (Northwest), were re-elected to second three-year terms starting January 1. **Diane Paravazian** (NY) was elected the new Region II Representative (New York and New Jersey) for a three-year term 2019-2021. **Martha Behlow** (IL) was elected to a three-year term as Vice-President of the AATF, 2019-2021.

**Jayne Abrate** (IL) was reappointed to a three-year term as Executive Director, July 1, 2019-June 30, 2022. Editor in Chief of the *French Review*, **Edward Ousselin**, and Editor of the *National Bulletin*, **Megan Diercks**, were also reappointed to three-years terms, July 1, 2019-June 30, 2022.

We would also like to thank the outgoing members of the Executive Council for their dedication and service to the AATF. **Abbe Guillet** served one term as Region II (New York and New Jersey) Representative. She had previously served another three-year term several years ago. She continues her service to the AATF as national president of the *Société Honoraire du Français*. **Karen Campbell Kuebler** (MD) served one term as AATF Vice-President. She will continue to be an active participant in AATF activities as chapter president, as chair of the AATF Commission on FLES*, and as the FLES* Test Development Chair of the *Grand Concours*.

**Découvrez Philadelphie!**

*Congrès annuel de l’AATF du 14 au 17 juillet 2019*
A Structure and Routine that Benefits Both Teachers and Students

As a middle school teacher who instructs 6th–8th grades, I was searching for a clear and consistent manner to organize my lessons across levels. My goals were to stay in the same pedagogical headspace throughout the school day, engage students in similar activities, and streamline my prep time by setting up tiered activities that were all connected to an overarching skill for the day.

For the past two years, I have been able to achieve these goals with great success by following thematic days throughout the week: ELE (écouter/lire/écrire) pour lundi; mardi musique; mercredi: mouvement de nos bouches or mercredi technologie, jeudi: on écrit et on lit; et vendredi vidéo. Not only has this structure helped me reach my stated goal, but students to know what to expect each day when they walk into the classroom.

In addition to the thematic days, I have a few other special routines that are an integral part of my instruction. I am huge believer in positive affirmations and so my students first enter my classroom by lining up outside my door. Right next to the door are five positive French affirmations to set the intention of their learning. We say a greeting to one another (bonjour, salut, or coucou) and then the student states their affirmation. I repeat it back to her/him in the “tu” form and welcome the student into class.

The second key routine is an introductory reading activity routine entitled “lire et respire” that happens every day except Tuesdays, using the fabulous authentic Okapi magazines. As soon as students enter the classroom they pick up a magazine of their choice and that activity, which will be explained in further detail below, commences. “Lire et respire” is consistently followed by the rest of the daily introduction: a quick confirmation of the dates—past, “Hier, on était…;” present “Aujourd’hui, on est…;” and future, “Demain on sera…”—and the weather. After this daily intro, we jump into the thematic activities of the day.

In this article, I will bring you into the world of my classroom and illustrate what the experience would be like for you as one of my students, from the moment you arrive in the hallway outside my classroom to the moment you leave.

The bell has rung, and I am making my way to Madame Friedland’s French classroom. I line up and today I will proclaim, “Je suis sans limites” as I enter the doorway. I say “Coucou” to Madame Friedland, then my affirmation, and she says back to me “Tu es sans limites.”

There is a new edition of Okapi on the table for students to read. After the first two minutes of silent “lire et respire” reading time, Madame starts choosing popsicle sticks for the introductory routine, the dates, and the weather. Afterwards, it’s time: the anticipation builds… who will have the chance to choose the article of the day?

My name gets called. I say, “Madame, je choisis cet article” as I point it out to her, and while all of the other students put away their magazines neatly. The timer is set for five minutes the class reads the article out loud, which is now projected onto the big screen. Each phrase is read first by Madame, and we all follow along and repeat. Our eyes are glued to the projection screen, so that we can see how this complex French language is pronounced. After each sentence we pause and do a turn and talk. “Qu’est-ce que ça veut dire?” We try to interpret the sentence with our partner, and then we come together as a class to translate.

We do this for five minutes, all the while jotting one word down in our “lire et respire” vocabulary bank for the final part of this activity. Once the five-minute timer ding, it’s time to share what words we learned. We all turn and ask our partners, “Qu’est-ce que tu as appris comme mot?” and then we respond, “J’ai appris que ____ est _____ en anglais.” Madame chooses three people at random to share what word or words they learned.

Next, it’s time for the main focus of the day. Madame points us towards the board and highlights the “je peux” statement and the activities that will lead us to this goal. Each day is a different theme.
**ELE pour lundi, On écoute, on lit, et on écrit**

On Monday, it is “ELE pour lundi.” We are going to listen, read, and write. For today we will do a short dictation based on our unit, and then we will read a short paragraph out loud with a partner, searching for cognates and checking for comprehension. Finally, for “on écrit” we will practice writing by using our whiteboards and drilling one another by writing the English of a short phrase on the board, and the partner will write out the French. (The pairs are chosen from the popsicle sticks, and no one is speaking English; the only English is written.)

Other examples for this day:

- **On écoute**: listen/watch a fun educational song video, for instance one from the John de Mado’s series. **On lit**: read the lyrics. **On écrit**: write a few more lyrics to the song.

- **On écoute**: l'alphabet: la version—“Zed de fou” / la version—“Un madrigal rigolo.” **On lit**: l’alphabet et des animaux. **On écrit**: Comment écrit-on... two questions and two answers on white boards.

- **On écoute**: “Trotro s’habille.” **On lit**: Barney’s ties infographic “How I met your mother.” **On écrit**: on écrit quelques mots d’article.


**Mardi musique**

Every Tuesday, we come in and get out our *mardi musique* forms. We look up at the board and copy the name of the title of the song, the name of the artist, the genre, and the nationality of the singer. Then, after the introductory activity of the dates and the weather, we dive into the short biographical sentences, written in French as a class. The projection remains the same week in and week out, with this information, and there is always a link to the *clip officiel*. Madame asks someone: “éteins les lumières,” and then she clicks on the link.

When the music video ends, it is time for our opinion conversation. This conversation is always on the board to help us through, but it consists of “Tu aimes la chanson/Est-ce que tu aimes la chanson?” followed up by the questions and responses that connect with “Pourquoi?”/“Pourquoi pas?”/“Qu’est ce qui n’est pas mal?”

Next up is the grammar slide. Madame always chooses one grammar topic for us to learn in the context of the song lyrics.

We look at the lyrics, going through and highlighting each instance of the grammar point. Note: For 6th graders it can be as basic as introducing the pronoun *on* and for 8th graders, there can be an introduction of the *passé composé*, with students highlighting all of the phrases using *avoir* in the past tense.

After we review this grammar point, the class comes to a close by playing the really fun game on [lyricstraining.com]. The music video plays, but words are left out, and as a class we call out the missing words, based on the multiple choices in the margin on the projection screen. If we need to hear that line again to hear the right word, Madame can go back if we say: “Répétez s’il vous plaît.” We love to do the beginner and intermediate levels.

**Mercredi: mouvement de nos bouches OU mercredi technologie**

On Wednesdays, the theme is speaking or learning through technology. After “lire et respire,” if it is a speaking day, the day will start with “Un moment au café” when two students, chosen from the popsicle sticks, can pretend to order from authentic menus with Madame acting as the server.

Afterward, we are given our speaking prompt. We pair up and first spend time working with partners, using the prompts/script, and we work toward not using a script by the end of the class.

If the Wednesday is a *mercredi technologie* then we will use computers to do activities such as exploring authentic websites and submitting live questions to customer service agents (for the clothing unit) or Quizlet study for about 10 minutes, followed by thrilling rounds of the Quizlet live game.
We might also combine the speaking and technology themes by recording our Flipgrid video entries for our pen pals that day, or if the timing is right, live Skyping with our pen pals. When we Skype live, the Skype cam is projected for the whole class and we take turns speed chatting with our pen pals throughout the class period.

**Jeudi: on lit et on écrit**

Thursday is a day when, after “lire et respire” and the daily introduction, the focus is on reading and writing. Sometimes, our written assessments will fall on this day or, as a 6th grader, we will do group reading of a fairy tale, going through it line by line with the voices and jotting down some of the new vocabulary words that are in the story. Finally, Thursday is sometimes used to continue the writing activity from Monday, or alternatively, the classwork on Monday will need to be completed by Thursday, so we can go over it in class during the Thursday class period. Thursday’s **on lit et on écrit** is always a good opportunity to do the whiteboard partner quick translation game work again (mentioned above for the Monday’s class).

**Vendredi vidéo**

Fridays are dedicated to learning through authentic videos. Using web resources like Edpuzzle and TV5Monde, we watch and do comprehension activities based on real vlogs, news reports, or video stories made with real Francophone speakers in the clips. The videos always connect to the units we are studying in class, so we might do an Edpuzzle that features a “Haul pour la Rentrée” and a French teen going through their school supplies, or we might do an Edpuzzle of a Québécois teen discussing hobbies with her friends. **Vendredi vidéo** is also the dedicated time to, on some weeks, watch a French Netflix series, switching back every ten minutes from French language with English subtitles to English with French subtitles. Madame does make sure that we are all reading along with the French when it is in the latter set-up.

*Et… Voilà.* That is what Madame Friedland’s class is like.

A few other extra notes to mention:

Depending on the timing and the intensity of the activities, we take brain breaks, or *lâcher prise*, on some days, by doing silent aerobics (we stay silent and Madame calls out the actions) to the tunes of the musical group Yelle.

When our five minute bell rings, our immersive French classroom setting is stopped for, “What did you say, *en anglais*?” It is a final time to clarify and ask questions in English.

Speaking of that immersive French classroom setting… We have a timer set that is a competition among the classes. From the start of “lire et respire” until the five-minute bell, the timer is counting up the minutes of only French being spoken in class. The winner at the end of the month can bring in French/Francophone inspired foods for a *mardi musique* class.

I hope you have enjoyed reading the ins and outs of how thematic days function in my classroom. Overall, I believe it gives students a chance to use all of the modes of communication consistently throughout the week, and the routine allows them to feel comfortable, knowing what to expect when they walk into the classroom. I have to give credit to the French Teachers in the U.S. Facebook group. The collaborative spirit has been incredible and I am grateful to be part of such a supportive community of French educators.

Katie Friedland

FA Day Middle School (MA)

[katie.friedland@gmail.com]

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**N’oubliez pas de venir nous rejoindre du 14-17 juillet à Philadelphie.**
The Winners of the 2018 AATF National Francophone Trivia Contest

Félicitations aux gagnants et à leurs professeurs. Merci à tous les élèves qui ont participé!

<table>
<thead>
<tr>
<th>Student name</th>
<th>School</th>
<th>City, State</th>
<th>Teacher Name</th>
<th>Final round score</th>
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<td>Collin Ray K.</td>
<td>Pocono Mountain West Junior High</td>
<td>Pocono Summit, PA</td>
<td>Sonja Cassidy</td>
<td>35095</td>
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<tr>
<td>Joel H.</td>
<td>Pocono Mountain West High School</td>
<td>Pocono Summit, PA</td>
<td>Sonja Cassidy</td>
<td>32332</td>
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<tr>
<td>Eliza S.</td>
<td>Presentation of Mary Academy</td>
<td>Providence, RI</td>
<td>Carole Figuet</td>
<td>24200</td>
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<tr>
<td>Olivia A.</td>
<td>Lincoln School</td>
<td>Methuen, MA</td>
<td>Joan Anderson</td>
<td>21559</td>
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<tr>
<td>Trevor B.</td>
<td>Mt. Ararat High School</td>
<td>Topsham, ME</td>
<td>Nathalie Gorey</td>
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<td>Emily Mae W.</td>
<td>Rock Canyon High School</td>
<td>Highlands Ranch, CO</td>
<td>Alexis Savas</td>
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<td>Katie K.</td>
<td>Brunswick School/Greenwich Academy</td>
<td>Greenwich, CT</td>
<td>Mikel Berrier</td>
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<tr>
<td>Egret J.</td>
<td>Ladue Horton Watkins High School</td>
<td>St. Louis, MO</td>
<td>Bridget Milford</td>
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<td>Lauren G.</td>
<td>Coronado High School</td>
<td>Colorado Springs, CO</td>
<td>Sandra M. Holmes</td>
<td>18269</td>
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<tr>
<td>Molly V.</td>
<td>Mechanicsburg Area Senior High School</td>
<td>Mechanicsburg, PA</td>
<td>Corine Charrier</td>
<td>17181</td>
</tr>
<tr>
<td>William T.</td>
<td>North Allegheny Senior High School</td>
<td>Wexford, PA</td>
<td>Kylene Stroud</td>
<td>17150</td>
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<tr>
<td>Andrew S.</td>
<td>Bancroft School</td>
<td>Worcester, MA</td>
<td>Flavien Collet</td>
<td>16912</td>
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<tr>
<td>Mia F.</td>
<td>St. John's School</td>
<td>Houston, TX</td>
<td>Shelley Stein</td>
<td>16723</td>
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<tr>
<td>Liam V.</td>
<td>Saratoga High School</td>
<td>Saratoga, CA</td>
<td>Elaine Haggerty</td>
<td>15933</td>
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<tr>
<td>Cloe P.</td>
<td>Yorktown High School</td>
<td>Arlington, VA</td>
<td>Roseline Berger</td>
<td>15616</td>
</tr>
</tbody>
</table>

Further information and a link to the final-round Kahoot! can be found at [https://www.aatfct.org/copy-of-aatf-quiz-bowl].

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/awards and grants.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.
The Itinerary of Hélène Berr, a Student in Paris During the Shoah

The itinerary “Hélène Berr (1921-1945), une étudiante à Paris durant la Shoah” is a multimedia Guidigo tour which can be followed on foot and by métro when in Paris, included in a study abroad trip with students, or simply used in the classroom. Berr, a Sorbonne student in English studies, began her journal in 1942 during the German occupation; it was published for the first time in 2008 (Tallandier) and has been compared to that of Anne Frank. The publication in 2009 of Auschwitz survivor Simone Veil’s memoir Une Vie and her recent passing (2017) have heightened interest in the Holocaust and its meaning for France, especially given President Emmanuel Macron’s speech at the Vel d’Hiv Holocaust memorial monument on July 17, 2017. Attention has also been drawn recently to the journal by Heidi Brown in her analysis of “code-switching” or the practice of alternating between two or more languages, in this case, French and English, and including references to the works of authors such as John Keats (Brown 2016).

Guidigo is a web application for creating and discovering guided tours for iPhone, iPad, and Android, including audio and visual support such as maps, quotes, and photos. The French used in the Berr itinerary is fairly advanced, but the script is available for viewing while listening and can be paused in order to allow time for comprehension or to explain parts of it. Downloading the Guidigo application on a cell phone or tablet (Android or iOS), as well as the Hélène Berr itinerary itself, is free, and once downloaded, is accessible offline, including the map, which can be found here: [https://www.guidigo.com/Web/Helene-Berr-une-etudiante-a-Paris-durant-la-Shoah/4Nhur5zxfRE/Stop/1/Helene-Berr-une-etudiante-a-Paris-durant-la-Shoah#].

This Guidigo tour (web address below) was created by the Documentation Center of the Mémorial de la Shoah Museum in partnership with Tallandier Publications and Audiolib (editor of audio books) and thanks to Mariette Job, the niece of Hélène Berr. It includes seven stops, with credits on an eighth slide, and is described on the app’s home page as taking two and a half hours to complete the 7.7 km tour through Parisian neighborhoods (using the métro between some stops) with an audioguide in French lasting fifteen minutes.

Hélène begins her journal in 1942 at the age of 21 in occupied Paris. As the guide points out, Hélène continues to call attention to the beauty of her surroundings, whether in the Luxembourg gardens, the bookstores of the Latin Quarter, or on an excursion, and to find consolation in literature, music, and young love, even as tragedy increasingly invades her world. But from the beginning, the guide makes it clear that, though so full of life, Hélène was arrested with her family and sent to the internment camp of Drancy in 1944, then deported to Auschwitz, before being transferred to Bergen-Belsen in Germany, where she died in 1945 at the age of twenty-four.

At the Sorbonne, Hélène had completed her licence d’anglais with the mention of très bien and her diploma in English with the grade of 18/20 for a paper on the interpretation of Roman history in Shakespeare, while also volunteering at the Sorbonne’s Institute of English library. The Vichy regime prohibited Jews from pursuing the agrégation, so she decided to embark on a doctoral thesis on the Hellenistic influence in the works of John Keats. This “star student” writes overtly about her decision to wear the yellow star, imposed in June 1942, as well as the reactions of others to her while wearing it, some hostile and others empathetic. It was in the amphitheater of the Sorbonne that she first met her fiancé, Jean Morawiecki, who eventually left to join the exterior resistance movement, in which he remained involved until the end of the war in Germany.

The Itinerary then traces Hélène’s path along the quais which she frequented and leads to le square de l’île-de-France, where one can stop, to visit the Mémorial des martyrs de la deportation; in addition to the crypt in honor of the deported, the exhibit upstairs includes historical information and maps. Then, walking along the quais past the Marché aux Fleurs, one arrives diagonally across the street at the Préfecture de Police, where Raymond Berr, Hélène’s father, was brought after his first arrest for having stapled, rather than sewn, a yellow star to his jacket. Arrested on the premises of Kuhlmann, the French industrial company specializing in chemistry where he was vice-president, Raymond had been decorated with the Légion d’honneur for services rendered during World War I and had served as president of the Society of Civil Engineers at the National Conservatory. Hélène’s distress over her father’s arrest and what she witnesses when she visited him before his transfer to Drancy and eventual release through bail provided
by his company is recorded in the *Journal*.

To get to the next stop, the guide advises taking the *métro* to Miromesnil station, then walking to *la rue de la Bienfaisance* where Hélène volunteered with the social services given by the *Union générale des Israélites de France* (UGIF). Secretly, she also participated in the multi-confessional and clandestine organization *l’Entraide temporaire*, created in 1941. In the midst of her own suffering, Hélène found courage and meaning by accompanying the families of the deported, and especially the children left behind, taking them on nature outings to give them respite. In July 1943, with increasing persecution, a *rafle*, or round-up, took place on the premises of the UGIF, after which 52 people were deported, including a fellow social assistant. According to the guide, of the 330,000 Jews living in the metropolitan area at the end of the 1920s, 76,000 were deported, and of these, only about 4000 found freedom in 1945.

The Itinerary leads finally to the Berr family home where a plaque commemorates her and her parents. If the offline map is not studied before embarking on the itinerary, it may come as a surprise to realize, as one exits the *métro* stop *Ecole militaire* toward 5 *Avenue Elisée Reclus*, that the Berr family lived in their lovely *bourgeois* home just under the shadow of the Eiffel Tower; the family had lived in France for several generations and was well established there. Steps just around the corner of their home and across the street lead to the *Champ de Mars*.

Fearing arrest, Hélène and her parents had been staying with friends during the winter of 1943-1944 and came home on March 7, 1944, only to be arrested the next day. Hélène entrusted her journal to the family cook, Andrée Bardiau, who gave it in 1945 to Hélène’s brother Jacques Berr; offered then to Jean Morawiecki, to whom the *Journal* was dedicated, it was found in 1992 by Hélène’s niece, Mariette Job, to whom it was bequeathed by Jean in 1994. Today, an amphitheatre of the Sorbonne bears Hélène’s name as well as a multimedia library (*médiathèque*) in the twelfth arrondissement.

Like visiting or viewing online Civil War sites, students who follow the Itinerary may become motivated to read more and discover a critical period of history. Regardless of whether a class is able to travel to Paris, many resources are available for use in schools, such as the website of the *Mémorial de la Shoah*, which includes references for teachers, exhibitions, events, archives, and documentation, and notably, an “Education and Training” tab with Pedagogical Notes, including for primary and secondary schools. The web site of the *Centre d’Histoire de la Résistance et de la Déportation* in Lyon may also be consulted. Films or scenes from them, such as *Au Revoir les Enfants* (1987), *Lucie Aubrac* (1997), *Elle s’appelait Sarah* (*Sarah’s Key*, 2010), or *La Rafle* (2010), may also be utilized for thematic units.

Class projects could include exploration of the stops of the Itinerary, including photos from various epochs and how the area may have changed (or not) during various historical periods and contexts. Artistic students could illustrate a scene from Hélène’s life, whether dark or luminous, and include a French quote from the *Journal*.

For those working with the whole *Journal*, students could search for other references to particular places in Paris and what they meant to Hélène in terms of associations and bonds with family, friends, and the children she tried to help. Those interested in a comparative approach could study the way in which Hélène incorporates quotes from other authors in order to gain greater understanding of her perspective. And for those with a technological talent, similar tours could be created by the students themselves about other French authors and their lives. Students could journal about connections that they make through learning about Hélène Berr, including hobbies, music, or favorite authors. Lastly, though these ideas are by no means exhaustive, they could create itineraries of their own favorite places and explain how these represent their habits, values, culture, and traditions.

Hélène Berr’s *Journal* gives witness in the end to the “horror” of the times, and that is its last word, repeated three times, as in Shakespeare’s *Macbeth*, with exclamation points. Yet it is also pervaded throughout by the author’s and her circle’s passion for beauty, culture, language, and artistic expression, especially in literature and music, and a deep and enduring humanity in the face of the unthinkable. In this sense, following in her footsteps through the itinerary is a lesson eminently worthwhile.

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**Resources and References**


“Hélène Berr, une étudiante à Paris durant la Shoah” (Mémorial de la Shoah multimedia Guidigo tour) [https://www.guidigo.com/Tour/France/Paris/Helene-Berr-une-etudiante-a-Paris-durant-la-Shoah/4Nhur5xzfRE]

Guides have also been created to explore the Jewish Marais and Spanish Jews in the XIe arrondissement.

Website for the Mémorial de la Shoah, Musée et Centre de Documentation [http://www.memorialdelashoah.org/].

Website for the Mémorial des Martyrs de la Déportation [https://en.parisinfo.com/paris-museum-monument/71195/Memorial-des-Martyrs-de-la-Deportation].

Website for the Centre d’Histoire de la Résistance et de la Déportation (Lyon) [www.chrd.lyon.fr/chrd/sections/fr/pied/english_1].

Member’s Notes

Margarita Dempsey (Rhode Island Chapter) has been awarded the rank of Chevalier in the Order of the French Academic Palms.

Erin Gibbons (Chicago/Northern Illinois Chapter) received the Illinois Council on the Teaching of Foreign Languages Paul T. Griffith Illinois Foreign Language Teacher of the Year Award.

The Prix d’Excellence du Chapitre, Chicago/Northern Illinois, was awarded to Brenda Crosby, a teacher at Benet Academy in Lisle, Illinois; Phyllis Perkins described the accomplishments of Brenda when presenting her the award.

Cinema Commission Announces Upcoming Publication of Volume III

Dolliann Hurtig and Joyce Beckwith, Co-Chairs of the AATF Commission on Cinema, are excited to announce the upcoming publication in early spring of 2019 of Volume III: Allons au Cinéma: Promoting French Through Films—Immigration et Identité. This volume differs from the first two because all film articles center on the dual themes of immigration and identity. The volume contains twenty-one films from Francophone countries around the world and includes dramas, comedies, documentaries, all appropriate for secondary and university students, and three dessins animés, which middle schoolers will enjoy. As with the past two volumes, all articles include oral and written questions and activities to improve student proficiency, projects, WebQuests, online resources, and assessments designed for all learner variables. To introduce the new volume, the Co-Chairs are planning a three-hour workshop at the AATF 2019 Convention in Philadelphia. Many of the contributing authors of Volume III will be present at the workshop to discuss their films, and attendees will receive a complimentary copy. The Commission Co-Chairs look forward to seeing AATF members at the workshop and would like to thank all our contributing authors.

SPECIAL NOTICE

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

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

AMAZON SMILE

The AATF now has an Amazon Smile link. When 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 Executive Council decided 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.
Nominations for Vice-President

The nominating committee is asking all 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; development of resource packets; 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 you to 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.

VOTRE DON, NOTRE DON

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

La force d’un don se retrouve dans la force de notre collectivité. Un seul don à l’AATF représente notre don collectif à nos enfants, à nos élèves, à notre pays. Un don montre à lui seul la confiance en un avenir où le français et les valeurs de la francophonie continuèrent à avoir leur place de l’école à l’université, et dans notre vie quotidienne. Il représente la certitude que notre mission éducative rend notre monde meilleur. Il signifie que nous nous soutenons en offrant des ateliers, des conférences, des ressources gratuites mais aussi en partageant nos idées, nos recherches, notre passion, notre cœur.

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


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

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

Catherine Daniélou
Présidente honoraire de l’AATF
[danielou@uab.edu]
**Classroom Activity**

**Allons-y au futur!**

It’s April, post-spring break, and I’m watching my French 2 students go cross-eyed as we talk about our future. “This is anything but simple,” they told me. Some were amazed that there were still tenses we hadn’t yet learned. I half-expected this reaction from some who were just trying to finish French 2, but when I saw my best students starting to wane, I took a step back. I strive to use a proficiency-based approach, but I am a lover of grammar and control, and sometimes I miss the moment at which my students should have been in control of their own learning. I created this lesson to give my students a break from practicing conjugations in the *futur simple* and reading for noticing purposes. I wanted them to have fun, and if they could correctly incorporate the structures I’d been talking about while doing so, well, that would be a bonus. I had no idea that this activity would be one of the most engaging for my students (for one class in particular) all year.

To prepare for class, I googled, printed, and cut out six sets of 10-13 random pictures. My largest class was 12 students, so that was for six groups of two. Some pictures I repeated throughout sets (to save time), but I tried to have a different set of pictures for each partnership. I also set aside several pieces of construction paper for each group. That’s all I did—preparation completed. To start the class, I gave very brief, simple instructions. I told each partnership to create a story about the future based on their pictures, then write their story on the construction paper with the pictures as illustration. For each sentence or two of their story, they were to paste the corresponding picture to the construction paper. I envisioned the final product resembling a storyboard that would be large enough for the whole class to see as they presented it. I told them to make sure their verbs were in *futur simple*, that their proficiency goal was novice high-intermediate low, and they knew what that meant. I have 50-minute classes, which gave them just enough time to finish the task. We shared them in class the next day.

As I walked around my room that day I heard: “Oooh, I’m going to make a story about Madame Treesh and her husband. *Se marier* … would you say ‘Ils se marier?’ No, wait, *marieront*, yeah…”; “Haha, I’m making mine about Ivan…these pictures are so random…he’ll find a pig in the forest…*trouvera un cochon*…” Mind you, neither one of these comments or questions were directed to me but to their partner with whom they were creating the story. They enjoyed the fact that they were able to collaborate with a peer, and they seemingly got a kick out of how random the assortment of pictures was in each set. In looking through their finished products, I was surprised by the accuracy of their language, not just in the *futur simple* but all around. In the coming years, I’d love to turn this into a performance assessment, but as a general class activity, I was very happy with the result. It showed me that my students can, in fact, form the *futur simple* and use it in a meaningful way. It allowed them to learn in collaboration and me to take on the role of observer, so I could learn from the way they think and process. Plus, it showed my students (hopefully once more) that they do, in fact, enjoy learning French.

Alyse Treesh

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**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](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.
Chapter News

Chicago/Northern Illinois

The chapter honored Donna Czarnecki and Pat Olderr, former directors of the High School Immersion Day, at a dinner on the 10th anniversary of the Immersion Day.

The Alliance française du North Shore donated $1000 to this chapter to support student programs. The funds, raised through Soirée Trivia, will be used to support the High School Immersion Day, College Immersion Day, Concours Oral, and National French Week activities.

The chapter thanks Martha Behlow for her service and welcomes Tom Sapp as the newly-elected President. In addition to Tom, new officers include Erin Gibbons as secretary and Nitya Viswanath as treasurer.

Iowa

The Iowa Chapter welcomes Lori Rezek to its Executive Committee as Vice-President

On October 10, 2018, Consul général Guillaume Lacroix visited the campus of the University of Northern Iowa in Cedar Falls. Among Consul général Lacroix’ priorities is supporting university exchanges. Included in the photo are Monsieur Lacroix’ assistant, Department Head Jennifer Cooley, Philip Plourde (who is head of International Programs), Paula Van Zee (head of study abroad), Elizabeth Zwanziger, and several students of French.

Minnesota

The Minnesota Chapter welcomes the following new officers: Kristen Gupta as Vice-President 1, Cristina Sturm as Secretary (formerly vice-president 1), and Hannah N’guyen as Treasurer (formerly secretary). This chapter also has a representative for its Concours Oral “À vous la Parole,“ Annie Muske.

Wisconsin

The Wisconsin Chapter welcomes Ellen Onsrud as chapter president, Kara Torkelson as president-elect, and Andrea Behn as past-president. They also thank SuAnn Schroeder for her service on the leadership team as she leaves the past-president position. In addition to Wisconsin Chapter President, Ellen is a member of the Wisconsin Association for Language Teachers Executive Board.

The chapter had a postcard campaign to members and nonmembers letting them know about the benefits of being a Wisconsin Chapter member, which helped increase membership from 86 to 120 in the past year.

N’oubliez pas!

The last day to order online Contests is Friday, February 15, 2019

Contest Dates are:

Grades 1-6 (FLES)  
February 10-23, 2019

Grades 7-12 (levels 01-5)  
February 19-March 18, 2019

Le Grand Concours

The National French Contest of the American Association of Teachers of French

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].
Salut les jeunes!

**FLES: Il faut être jongleur!**

FLES teachers are somehow imbued instinctively with a creative flexibility to provide multi-level activities for their students as most of us are in situations where there is no choice! In high schools, new students who join the language program can be tracked into an appropriate class because schedules are more forgiving. In elementary and most middle schools, however, students are assigned to classes according to their age group or class rather than by their language backgrounds. We all have tricks up our sleeves to help make a less competent or brand new student enjoy the pleasure of success alongside their classmates with several years of language exposure, but it often takes some extra preparation.

All students, no matter the level, benefit from opening classes with plenty of oral repetition to reinforce material from previous classes through games and songs. But right from the start, we need to hold our expectations for the more advanced students to a higher level, rather than slipping into the more comfortable solution by descending to the lowest common denominator. Too often I have heard comments from middle school and high school students who insist they "learned nothing" in elementary school, "because the teacher taught the same thing every year." We need to remember to look at every game and every oral activity with an eye on how the beginners can participate with single word responses to reinforce one structure or one set of vocabulary words, all the while insisting that the more advanced students respond with complete sentences and more complex vocabulary. Students will respond to our higher expectations and will stretch to meet them, but they can also slip happily into lazy responses if we don't insist. The beauty is that the beginners will be exposed to the more complex interactions and will progress more quickly themselves. *Mes experts* know they are to model more advanced language use for their newer classmates, *les débutants*, and be there to help them learn.

My brand new students are just starting to interact with their names, with formal greetings, with numbers, with colors, and looking at the classroom objects around them to identify their limited universe in French. My older students already have the vocabulary under their belts, but we are adding descriptive adjectives and inserting the objects into new structures. To make it fun for both levels, we created a game that everyone could play. The spinner (on the next page) includes vocabulary we are reviewing with the older ones and are introducing to the new ones. There are eight objects represented which you can change to reflect your individual program.

The images are readily available on the internet by searching the object name with "à colorier" so that the students can practice colors while preparing their charts. The page can be used on its own, but we made it more fun by cutting a small opening in a nine-inch paper plate to make a spinner which covers the name of the color, and attaching the plate in the center with *une attache parisienne* (a brad). The newer French students respond to the questions at the top: “Qu'est-ce que c'est?” just to identify the object, and then “De quelle couleur...?” which can be answered simply with the color name. The older students are learning to use *le passé composé* in limited situations with "C'est mon anniversaire" (reviewing dates) et “mon ami m'a offert....”

They must respond with the object, giving its color. They are ready to look at the structure and the differences from English with the color placed after the noun. In addition, they are learning the small group of descriptive adjectives that precede the noun (*bon, mauvais, mechant, joli, grand, petit, nouveau, vieux*). Ultimately, they will be able to describe the item: “Mon ami m'a offert un nouveau crayon vert,” but until they have practiced enough, they will need prompting after “un crayon vert.” Ask “Et quoi d'autre? un nouveau crayon bleu?” With the spinner plate, students can work in pairs after some practice as a class, with /es experts helping /es débutants. It doesn't stick overnight. We have taken several weeks to make each student comfortable at his own level, plus it is something I can bring out again for quick review. Establishing familiarity with the small group of adjectives that precede the noun, the students will be ready for a more formal study of adjectives later.
What are some of the games you use in the classroom to juggle multiple levels of language acquisition within one group? Share with other FLES teachers for future “Salut les jeunes!” articles. Send your ideas to [mmemiller@aol.com], 74 Tuscaloosa Avenue, Atherton, CA 94027.
French in the Real World: A Girl Who Shaped Her own Destiny!

A sure way to make French real to our students is by introducing them to individuals in their general age group who have become fluent and have successfully integrated their language skills in their chosen career path. If each of us told the story of one student, we could collect scores of reasons for why they went on with their study of French, how they persevered, and the obstacles and triumphs they celebrated along the way. The path to fluency is not always direct and not always short, but the key is not to give up. It would be great to bring these stories to our students.

In 2013, I met an intrepid soul in student Julia Yingling who in her senior year at Greens Farms Academy (GFA) in Westport, CT where I teach. I heard stories about how she had decided on her own to plan a year abroad in France with AFS-USA, lived with a host family, and loved it. I heard about her travels to Morocco to continue exploring the extended Francophone world. After coming back to the U.S., Julia joined Greens Farms Academy where, in addition to an Independent Study Post-AP French course, she also took a slate of regularly required courses and worked on a senior thesis with the GFA Global Perspectives Program. She joined B@BEL, the school’s online World Languages magazine, in its first year in 2013, and set to work posting articles and embellishing submissions with original photography from her travels. On the day of the Senior Thesis Symposium where students present their research and answer questions from all students and faculty in the high school, I made sure to get a front row seat. When I saw the title of her thesis on the program, “The Berber Ceiling: Language-Based Inequality and the Limitations of Education Reform in Morocco,” I knew I had to be there. This is the kind of student to whom you say, “Come back and see me when you’ve graduated from McGill or the Sorbonne,” because you know he or she will! Her delivery and poise, together with the quality of her research, the exposition of her arguments, and the clarity of her conclusions, were impressive. You can read it here: [https://www.slideshare.net/slideshow/embed_code/key/cRvH663LIktix].

Soon after, we learned that Julia had been accepted at McGill University and was off to pursue her passion for international relations and French in Montreal. Then followed the period of what I call the “dotted lines.” I saw her intermittently on Facebook. Once, she came back to school to visit, and I realized that Julia had perfected the Québécois accent since I had last seen her. The best part of this story is that none of these milestones and successes can be credited to her French teacher. Julia is internally propelled and believes she can do what she sets her mind to, which is exactly what she did in high school and which is what she continued doing in college.

Participating in Model U.N. at Greens Farms Academy was a natural choice for Julia, and she continued this work at McGill Model U.N. where she served as the Deputy Undersecretary-General for Specialized Agencies for a year, followed by a year in the position of Undersecretary-General for Committee Affairs.

She was Staff Writer for the McGill International Review (Undergraduate Research Journal) and wrote feature pieces on foreign policy, international relations, security, and defense policy. Julia was also Editor in Chief of the Russian Undergraduate Students’ Society (RUS) undergraduate academic journal, Samizdat Journal (Самиздат)!

According to this polyglot, multi-talented, recent graduate of McGill University in Political Science and Geography: “I am interested in geoinformation science, civil conflict, international security, and the interplay of geography and politics.” She continues: “I’ve been working in French and English throughout my undergrad and completed some elective courses in French, and at my new job I’ll be working as a GIS analyst with the Ville de Montréal as our main client.” She started her new job in October 2018 and is simultaneously taking courses in GIS at the UCLA extension in preparation for graduate school. Her undergraduate thesis, “Ungoverned Spaces in Civil Conflict: A Geospatial Analysis of the Lord’s Resistance Army,” can be read here: Honours Thesis for an Undergraduate Political Science degree at McGill University, April 2018. Directed by Professor Rex Brynen [https://juliayingling-files.wordpress.com/2018/06/poli499-thesis.pdf].

If Julia’s story is inspiring to me, it must be to her peers!

Sangeeta Dhawan
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The Commission on Cultural Competence

Commission Co-Chairs:

Martha Behlow, Geneva (IL) Community High School, AATF Vice-President, Past-President, Chicago-Northern Illinois Chapter

Sheila Conrad, Bettendorf (IA) High School, President, Iowa Chapter, Region VI Regional Representative

We are excited to announce the newly-revived Commission on Cultural Competence and to invite your participation, questions, and contributions as we strive to provide resources for teachers to help their students become culturally aware and communicate effectively as well as to interact with a variety of multilingual people and communities, in keeping with the World-Readiness Standards.

We have a Facebook page, which we encourage you all to like and follow: AATF Commission on Culture. Martha and Sheila presented a session at the AATF Congrès national in Martinique, where a number of spirited members offered ideas, questions, and contributions. One common goal among our members is developing authentic opportunities for students to hear Francophones’ comments and opinions about cultural practices and perspectives. Commission member Audra Merfeld-Langston proposed creating a bank of short interviews with native speakers and that has become one of our commission’s first goals.

Among our future goals: Presenting at both regional and national conferences, to keep our commission moving forward, and to establish dialogue and resource sharing among our members.

At our session, we asked participants to share what they are already doing with their students as well as what their future goals are, things they would like to do.

Qu’est-ce qu’on fait déjà–les activités qu’on utilise avec les élèves?

• Chaque unité est basée sur un sujet culturel. Ainsi, la culture est intégrée dans chaque unité du début à la fin. Cela me permet aussi d’approfondir l’apprentissage de chaque sujet.

• On lit les actualités, l’emploi des documents authentiques; on lit et regarde “Un Jour Un Actu”

• Les étudiants créent des “playlists” sur YouTube–musique francophone; on écoute la musique et on discute les paroles; on regarde les “Ted Talks” en français; on regarde les courts métrages et en discute.

• On goûte de la nourriture, on fait la cuisine, on célèbre les fêtes francophones, on joue à la pétanque, la danse africaine, la danse folklorique

• On invite des francophones à parler à nos classes!

• Faire des projets pour chaque unité, avec l’intégration précise de détails culturels.

What can you look for in the coming months from our commission?

• Interviews with native speakers on YouTube

• Plans and goals to consider integrating into your own lesson design

• Discussion of the ACTFL Proficiency and Cultural Competence guidelines

Martha Behlow and Sheila Conrad, Commission Co-Chairs

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Regional Reports

Region V: East Central

Professional development opportunities for members

The Region V chapters have organized a variety of events. The Michigan and Detroit Chapters offered a two-day, full immersion weekend in early October at Camp Dainava near Ann Arbor. We had the honor of hosting FLE entertainer Étienne [https://en.wikipedia.org/wiki/%C3%A9tienne_(Canadian_musician)]. Most French teachers have heard and used his tunes: [https://www.youtube.com/watch?v=JSXNpw9CRSc&feature=youtu.be].

The Kentucky Chapter also conducted an immersion weekend at Transylvania University in November entitled “Engaging with Nature through Storytelling.”

The Indiana Chapter enjoyed a workshop in September with Dominique Licops, Northwestern University. She shared ideas learned while studying in Nantes, France with Cindy Daupras and Bruno Andreix at the Université d’été-BELC. The workshop was called “Développer la dynamique de groupe pour favoriser la motivation des apprenants.” They are grateful to Martine Camblor and Marian University for hosting them. They are also very appreciative of the support of the Consulate of France in Chicago and the Alliance française of Indianapolis, who helped make this event possible.

Community activities

French teachers in the Detroit area sponsored a community French dinner cruise on the Detroit River, sailing past Belle Isle Island and into Lac St. Clair. They also celebrated a Mass conducted in French at St. Anne de Détroit in early September to commemorate the founding of this regional monument, built in 1701.

National French Week activities

Reports from the various chapters were interesting and fun to read, from feasting on crêpes, enjoying Francophone workshops on Cameroon and the French Antilles, to preparing specialties from these regions beyond the métropole.

Teachers in Detroit brought in Cajun bands, learned some Cajun dances, enjoyed Cajun cuisine, and hosted Franco-Canadian heritage storytellers living in Detroit who taught voyageur songs and dances and First Nation sign language used with the coureurs des bois.

During the course of National French Week, Melanie Taylor, Tennessee Chapter President, asked her members: “What are your most treasured/core beliefs as a French teacher?” Here are some of the illuminating responses:

- “Culture is key: students discover themselves while learning about others.”
- “Language teachers are cultural and linguistic ambassadors who should model proficiency to their students.”
- “Every student can improve and meet the high expectations. Our students’ ability to be global citizens depends on foreign language and cultural perspectives.”
- “Language learning is so much more than just words.”
- “All students can learn; some just take a little longer. We need to provide the time for them.”
- “Promote the language and culture of the Francophone WORLD through grammatical presentations, cultural dossiers, films, song, and conversation.”
- “Make learning French fun!”

We’re responsible not just for exposing students to the language, but instilling a thirst and love for the francophone world.”

Respectfully submitted,
Daniel Noren
Region V Representative

Region VI: West Central

Some of the chapters in Region VI are highly active whereas others are less so. In the next year, the Regional Representative Sheila Conrad will work with chapter presidents to promote French and AATF programs and to improve the high school to college connection.

Sheila has created a Google Doc of French teaching positions available in Region VI, sorted by geographical area. Chapter presidents have access to this document and editing capabilities; they are encouraged to share this document periodically with their chapter members and to add updates as they see fit. Sheila will check the page at least every three weeks, removing positions that have been filled.

Challenges

In some areas of our region, French programs are disappearing. This happens most often in rural areas and especially when a French teacher retires.

There are also some school officials who do not see the value of French as an international business language, due to stereotypes of French being associated with romance and literature above all.

Grand Concours / National French Contest

The total enrollment in the Grand Concours declined in all chapters except the Greater St. Louis, Missouri Chapter. The overall enrollment for Region VI was 8,767.

Activities for Teachers

The Chicago/Northern Illinois Chapter held a winter workshop at the College...
of DuPage where Dr. Debra Vinci-Mingue discussed mindfulness as it pertains to teaching foreign language. Many other teachers from the chapter presented wonderful ideas. The theme of their spring workshop was “Ain de ne jamais oublier--Enseigner l’histoire de l’Holocauste en France” and was held at the Illinois Holocaust Museum. The fall 2018 chapter workshop was held at Dominican University; two presenters from France spoke about the poetry in music and the life of Joséphine Baker as a way to discuss racism and multiculturalism in France and the U.S. today.

The Downstate Illinois Chapter held a meeting held at the Illinois Council on the Teaching of Foreign Languages fall conference after the day’s sessions.

The Iowa Chapter had a lovely luncheon followed by a business meeting last April, and the chapter’s fall business meeting took place at the Iowa World Language Association (IWLA) Conference in October.

The Greater Kansas City Chapter had a meeting in November. Those who attended the convention presented about Martinique.

The Greater St. Louis Chapter held a spring workshop on using integrating Integrative Performance Assessments (IPA). Lisa Shepard, author of Madame’s Musings, was the guest speaker. There was also a fall workshop in September in Ste. Genevieve, MO that was a great success.

The Minnesota Chapter actively promotes events organized by the Alliance française de Minneapolis/St. Paul and the French-American Heritage Foundation of Minnesota. They have worked with the Alliance française on a movie series. There was a pop-up gathering at a local café announced in the newsletter and online; they had five members attend the first gathering.

The fall business meeting of the Wisconsin Chapter took place at the Wisconsin Association for Language Teachers (WAFLT) Conference. There was also an AATF table at WAFLT.

**Activities for Students**

The Chicago/Northern Illinois Chapter held its 10th annual High School Immersion Day in March at Dominican University: This involved 115 high school students, four teachers, 12 teacher-assistants, one director, one assistant director, one university liaison, and four college students.

This chapter continues to hold video, poster, meme, and trivia contests for students.

Erin Gibbons and Amanda Vogg organized the 8th annual Concours Oral at Elmhurst College: 97 students from 13 schools participated in 50 events, including poetry and music.

The Downstate Illinois Chapter is proud of the bilingual French programs in its elementary schools in the Urba-na-Champaign area:


The Wisconsin Chapter has a Concours Oral with regional and state competitions, and their National French Week activities included a Meme Contest and the Kahoot! Contest.

Andrea Behn and Ellen Onsrud presented at the University of Wisconsin-Madison French House, encouraging current students to consider education as a profession, including a networking lunch and time for current educators to meet and discuss in an un-conference style presented by the Chapter Leadership Team including Andrea, Ellen, Brian Wopat and Kara Torkelson.

**Looking Forward**

Sheila Conrad will communicate with chapter presidents, with other regional representatives, and with Executive Council members throughout the school year to determine how to best support French teachers at all levels.

Respectfully submitted,
Sheila Conrad
Region VI Representative
[sconrad@bettendorf.k12.ia.us]

**CONTACT REPRESENTATIVES OF QUÉBEC**

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

Le 13 octobre, 17 membres de l’AATF se sont rendus au quartier général de l’AATF à Marion, IL pour une journée de formation sur la Martiniqne. Le temps était pluvieux, mais nous nous sommes régalés d’idées, de cuisine, de bonne compagnie et de souvenirs de l’Île aux Fleurs.

Nous avons commencé avec une séance, offerte par notre Présidente homonoraire Ann Sunderland, intitulé «Soutenir et protéger votre programme de français». Ensuite Présidente Catherine Daniélou a présenté sur comment «Modeler et faire de connexions au travers de l’étude de l’environnement, de l’histoire et des cultures en Martiniqne». Ceux d’entre nous qui ont été au congrès de Martinique avaient toujours en tête les dégâts causés par les sargasses et du chlordécone.

L’Atelier de cuisine martiniquaise, donné par notre Secrétaire générale Jayne Abrate, servait aussi de préparer notre déjeuner. Un survol des traditions culinaires martiniquaises s’enchainait avec la préparation des accras de morue à la Tatie Maryse, d’un velouté de christophines, d’un colombo de poulet dont l’odeur nous ramenait aux îles et comme dessert des beignets de banane et un blanc-manger aux mangues.

Le travail de l’après-midi s’est poursuivi avec une présentation par Skype de notre nouvelle Présidente Anne Jensen, San Jose State University, qui n’a pas pu venir suite à un contretemps de dernière minute. Sa présentation intitulée «Comment créer des leçons basées sur la communication» prenait comme exemples quelques Integrated Performance Assessments (IPAs) tirés du manuel qu’elle a créé sous les auspices de la Commission sur les Lycées.

Finalement, Audra Merfeld-Langston, Missouri University of Science & Technology et Présidente du chapitre de Saint-Louis, a terminé notre journée de formation en parlant de comment «Enseigner avec les vidéos YouTube». Tous les participants étaient rassasiés physiquement et mentalement. Je laisse la dernière parole à une des participantes:

Alors que les intervenantes et notre chère présidente Catherine Daniélou nous ont nourri l’esprit et redonné confiance pour maintenir et enrichir nos programmes de français au sein de nos établissements respectifs, Jayne Abrate a titillé notre sens olfactif d’arômes et d’épices spécialement ramenés de la belle île. Ce fut un réel plaisir de la voir aux fourneaux et ainsi réveiller nos papilles de velouté de christophines, d’accras de morue et de colombo de poulet… Bref vous l’avez compris, le déplacement fut profitable, les ateliers fort intéressants, le repas succulent dans un cadre on ne peut plus qu’intime et charmante compagnie.

The AATF Announces Future Teacher Fellowships in Philadelphia

Responding to the urgent need for students preparing to teach French, the AATF hopes to increase the participation of post-secondary French students at our national convention where they can meet and engage with French teachers from across the country, learn about the resources that the AATF provides, and see teaching as a fulfilling career.

French majors and minors interested in teaching K-12 French as well as those already pursuing certification will be offered a complimentary one-day registration, including a welcome breakfast and banquet attendance, and the option to participate in an additional day of service learning assisting AATF staff. Future Teacher Fellowships will be awarded based on a student’s application, a recommendation from a French or Education professor at their college or university, as well as a recommendation from an AATF member. The program will take place July 15-16, 2019.

During their day at the convention, Future Teacher Fellows will attend sessions, some designed specifically for them, and also participate in activities where they will interact with AATF members, learn about the teaching profession and share ideas.

The AATF also seeks to support the post-secondary French and education professors whose students are chosen as Future Teacher Fellows by offering them a reduced registration rate.

Funds raised when AATF members make purchases through Amazon SMILE will support this initiative to increase the attendance of students planning to be French teachers at our annual convention. Start with this link when logging in: [https://smile.amazon.com/ch/38-1718689].

Additional details and application coming soon!

CONTACT YOUR FRENCH GOVERNMENT REPRESENTATIVE

If you are looking for support or information from the Cultural Service of the French Embassy regarding any of their programs, you can go to their Web site to find the most current information for each of the consulates, including Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, as well as for the Embassy in Washington. Go to [www.frenchculture.org]; click on “About Us,” then “Regional Offices.”
Une image vaut…

The online French newspaper, 20minutes.fr, has a segment called “24 heures en images.”

A simple Google Search will help you to find it. I did not insert a link since the website updates daily. This website shows the last 24 hours of global news in pictures. I discovered this website when I participated in professional development program at the CAVILAM in Vichy, France.

For upper-level language students, there are a lot of activities that can be done to facilitate a communicative classroom. I have found this website to be very useful, and students seem to enjoy it. The only interpretive language that exists is the caption beneath each picture. Since the news pictures are global, there is a lot of opportunity for students to discuss current events in the U.S., France, and elsewhere. When choosing pictures, I try to limit my choice to no more than six or eight, depending on the class size. I separate students into smaller groups to lower their affective filter and encourage students to speak. In addition, I tend to choose pictures that students are able to understand and relate to. I usually will pick one or two as “trick” pictures; students may not be aware of what is going on, and I have a chance to enlighten and share with them.

In my classroom, one particular lesson I use is below.

Hook
1. En groupe, montrez une image.
2. Demandez “Que voyez-vous? Que pensez-vous quand vous voyez cette image?”

Warm up
3. Maintenant, expliquez que je l’ai trouvée dans un journal sur un site-web d’un site qui s’appelle “24 heures en images”
4. Montrez-la sur tableau numérique interactif (Smart-Board)

Activity #1A
1. Mettez la classe en quatre groupes de trois élèves.
2. Donnez-leur une image et demandez-leur d’écrire la légende.

Activity #1B
4. En groupe lisez-les et discutez.

Activity #2A
5. Donnez à chaque groupe une légende (pas celle de leur image) et demandez-leur de trouver l’image qui correspond.
6. Partagez et discutez les résultats.

Closure
Quel rôle joue les médias en images? Pensez-vous que les images soient plus attirantes que les articles aux journaux? Réfléchissez aux réseaux sociaux comme Instagram et Snapchat. Il y a plusieurs moyens de montrer les images. Pensez-vous que les images avec légendes montrent aussi bien les informations que les articles aux journaux? Réfléchissez et partagez.

Ariadne Livaditis
Pelham Memorial High School
[alivaditis@pelhamschools.org]

FIND IT ON-LINE
Here are some useful links to frequently requested items:
• AATF Convention Information [www.frenchteachers.org/convention]
• Chapter News & Officers [www.frenchteachers.org/chapterofficers.htm]
• Commission Reports [www.frenchteachers.org/hq/commissions.html]
• French Cultural Service Offices [www.frenchculture.org]
• Quebec Délégations [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]
• If you can’t find what you want on the AATF website, click on Headquarters.
OUTSTANDING SENIOR IN FRENCH AWARD

Recognize outstanding students!
Students at the high school or university level are recognized with:

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

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

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

EXCELLENCE IN FRENCH AWARD

Recognize outstanding students at any level!
Students at the elementary, middle school, high school, or university level are recognized with:

• a certificate signed by the AATF Executive Director
• a press release for local or school newspapers
• a congratulatory letter to principal or dean
• Armes de Paris medal, available for an additional charge.

Students must have demonstrated a commitment to the study of French by some activity or interest outside the classroom. The nominating teacher must be a current AATF member.

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

[https://sites.google.com/er9.org/aatfwebinars/home]


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.

More Tech Tools to Enhance your Instruction

Date/Time: Thursday, February 21 @ 6:00 pm (EST) / 3:00 pm (PST)

Registration Deadline: Tuesday, February 19

This webinar will present ten tech tools to enhance your instruction, assessment, and classroom management. Tools include but are not limited to FlipGrid, Wizer, SuperMemo, RhinoSpike, MentiMeter and more!

Proficiency Based Teaching & Grading

Date/Time: Thursday, March 14 @ 6:00 pm (EST) / 3:00 pm (PST)

Registration Deadline: Tuesday, March 12

Dissatisfied with traditional grading approaches? Do you feel like they do not show what your students can actually do in REAL-LIFE situations? In this webinar, participants will begin to plan a transition to proficiency based instruction which measures what a student CAN DO in the language. Using the NCSSFL-ACTFL CAN-DO Statements, participants will learn how to identify proficiency benchmarks, create performance indicators, and provide concrete examples to help their students acquire the language. Finally, participants will learn how to assess student work and create proficiency based rubrics which provide attainment levels as well as a letter grade for schools still using traditional grading methods.

Integrating and Assessing Interculturality Competencies

Date/Time: Thursday, April 11 @ 6:00 pm (EST) / 3:00 pm (PST)

Registration Deadline: Tuesday, April 9

As World Language teachers, we all understand the interrelated nature of language and culture. But do your students? As we live in an interconnected world where our students will be working with citizens of the world, being able to negotiate culture and language will become a must. This webinar will present an overview of the NCSSFL Interculturality Can-Do Statements and ways to integrate them into what you already do in the classroom. In addition, participants will learn strategies on how to assess students’ intercultural competence with IPAs or other assessments you are already using.

SOCIÉTÉ HONORAIRES DE FRANÇAIS ONLINE

The Société honoraire de français now has information up on the Web site at [www.frenchteachers.org/shf]. You will see the link to information about starting a chapter, including the form, a sample constitution, suggestions for initiation ceremonies and the form to report new student initiates and information on ordering supplies. Charters and materials can now be ordered through our on-line store. We hope this will facilitate your communication with the Secretary Christy Brown who can be reached at AATF Société Honoraire de Français, 302 N. Granite St., Marion, IL 62959-2346; phone: (607) 821-2120; fax: (815) 310-5754; e-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the Société Honoraire at your school, start one this year!
À Votre Avis… a place to share ideas, thoughts, and practices

What’s your favorite tech tool (websites, apps, blogs, devices) to enhance teaching/learning and how do you use it?

Jennifer Hoban (KY): After all these years I still adore vocaroo for voice recordings that I want to quickly make into QR codes. Cheap, free, no bells and whistles, simply functional. And, easy accents is now on google slides—woohoo!

Anne Jensen (CA): I love using Poll Everywhere either as a brainstorming activity at the beginning of the lesson or as a way to get final reflections during the lesson closure.

Elizabeth Porter (WA): I absolutely love Classkick! It’s an app I use because I teach online. I can ask my students to do a task and I can see their work in real time—kind of like how I used to use whiteboards in my brick and mortar classroom. I know lots of teachers in traditional schools who use it, too. It is really awesome because teachers can design all sorts of tasks and activities and it really engages the students.

Julia Koch (NJ): Spotify/YouTube! Incorporating a wide variety of Francophone music into my classes has been key to increasing student buy-in and shattering preconceived notions of what French speakers look and sound like and what kinds of music they make.

Jean Girard (CA): I love Padlet. I have my students post and I share the link with our penpal teacher in France so her students can post, too. I just did one where students posted their favorite movie. We are now working on physical descriptions—students post their description and a picture of the celebrity they look like (from an app).

Heidi Trude (VA): Absolutely love Flipgrid! It’s great for amplifying student voice and allows me to hear from all my students. I also use Flipgrid as a way for my students to interact and collaborate with our partner school in France.

Katrina Carey (KS): I just discovered a site called Epic! Books [getepic.com]. It has hundreds of children's books in several different languages, including French! Teacher accounts are free, and you can set up classes, add students, assign readings, etc... Many of the books have a "read to me" option, which is a great tool for novice and intermediate learners who are working on listening comprehension and/or pronunciation.

Nitya Viswanath (IL): I'm loving Peardeck. I like to mix writing tasks and drawing tasks to get kids expressing their ideas. Great tool for small bits of presentational writing! Sometimes I’ll screenshot drawings to use for conversation practice later. And, Peardeck has a "Takeaways" feature where it will share each student’s work back with them on Google Drive.

Diane Jones (NJ): My two must-haves are Flipgrid and EdPuzzle. Flipgrid allows for students to practice speaking at their own pace. I've used it from level 1 though AP. Students answer open-ended questions, give reviews on books or movies we've watched and they can also respond to each other directly. I've used it as a presentational assessment as well. EdPuzzle is great for interpretive practice. I've found students always struggle with listening comprehension and this allows them to listen to videos and answer questions at their own pace. I love giving them authentic resources and Edpuzzle allows me to make those videos more comprehensible for my students.

Kristina Argueta (CA): I use Seesaw to record interpersonal speaking. While I have digital voice recorders for AP, I prefer having kids do interpersonal speaking with video because I can see who is talking. With just audio I couldn't always tell who was talking and I had to carry all those records around. With Seesaw, everything is on my phone!

Our question for the April issue is: Why do you attend the AATF convention? What reasons would you give to encourage someone who is considering attending? Share your response via the AATF Facebook, NB Twitter [@AATFNBo], or email [nbeditor@frenchteachers.org]. Merci!
REMINDER: IMPORTANT DEADLINES AND DATES

January 15  
Deadline Fulbright Applications (see page 9)

February 1  
Deadline for nominations for the Ludwig Excellence in Teaching Award (see page 12)

February 15  
Deadline for Exemplary Program applications (see page 2)

March 1  
Deadline for applications for the Valette Legacy Award (see page 6)

March 15  
Deadline for FLES* Poster Contest entries (see page 10)

March 15  
Deadline for applications for AATF Small Grants (see page 18)

March 15  
Deadline for applications for Jensen Scholarship (see page 7)