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AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

Cinquante ans de Francophonie: missions, initiatives et impact sur l'enseignement du français aux États-Unis

La Francophonie en tant qu'institution fêtera ses cinquante ans en 2020. L'idée même de "francophonie" remonte à plus d'un siècle et s'est développée grâce à l'initiative de plusieurs personnalités d'horizons divers. Mais c'est en 1970, par la signature à Niamey du traité instituant l'Accord de coopération culturelle et technique (ACCT), que la Francophonie voit officiellement le jour avant de prendre en 2005 la désignation d'Organisation internationale de la Francophonie (OIF). Regroupant aujourd'hui 88 États et gouvernements, l'OIF œuvre pour améliorer les conditions de vie des différents peuples qui la composent. Or l'une de ses missions est notamment la promotion de la langue française à travers le monde. Après un aperçu de l'histoire et des initiatives entreprises par l'OIF, nous nous pencherons sur la place qu'occupent les études francophones aux États-Unis, qu'il s'agisse des enseignements, des manuels et surtout de leur impact possible sur les effectifs d'apprenants. Enfin, il conviendra de s'interroger sur l'avenir de cette discipline à la lumière des débats qui agitent son appellation depuis plusieurs années. Avec les concepts de littérature-monde, cinéma-monde, histoire-monde, faudra-t-il bientôt parler d'études françaises transnationales ou encore d'études "francosphériques"?

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Note: Marie-Christine Koop, Présidente honoraire de l'AATF, donnera la conférence d'honneur lors du congrès de Philadelphie.



National Bulletin

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Reflections on Martinique from a Future Leader

I just returned home after having the honor and pleasure of being a part of the AATF Future Leaders Fellowship Program at the annual convention in Martinique. I have been a member of the AATF for many years and am the *Grand Concours* administrator for New Jersey, but this was my first convention.

Due to the nature of this convention being on a beautiful tropical island, our first meetings were held online, and we learned about some of the inner workings of the AATF at the national level including the *National Bulletin*, the roles of the Executive Council, the Commission Chairs, and the *Grand Concours*. Speakers from the Executive Council joined us throughout the six hours online to give information about each of their roles. When I arrived in Martinique, I finally had the opportunity to meet in person with the other Future Leaders which was very inspiring. Each of the leaders was kind and truly committed to the profession of teaching French.

Janel Lafond-Paquin, our wonderful leader, worked with us as we talked about the AATF at the national level, learned more about how to get involved in our chapters, and discussed how to recruit into the profession and the organization. At lunch, I was able to meet the Executive Council members, the people whose names I see in publications and online, but have never met. Each one made me feel welcome as if I had known her or him forever.

I was able to visit the island of Martinique as well, something I have wanted to do for many years. The eighth-grade curriculum I teach is related to the island, and being able to visit places such as *le Zoo de Martinique* (built on the ruins of Saint-Pierre which was destroyed by the eruption of *la Montagne Pelée*), *le Jardin de Balata*, *la Savane des Esclaves*... all of these places that I previously had to learn about and teach through YouTube videos and Google photos. Visiting them was truly amazing, and the island is the most beautiful place I have ever visited.

In addition to the excursions, I met so many other wonderful French teachers and attended sessions about Cajun dances, learning games to play with students, legislative changes related to language learning, and how to use authentic *bandes dessinées* in class to teach culture and vocabulary.

I recommend to anyone wishing to learn more about the AATF organization and to be able to collaborate with like-minded colleagues to apply for the Future Leaders Program. You will not be disappointed in the wealth of knowledge and inspiration with which you will return home. I am looking forward to returning to the convention next year in Philadelphia. Hope to see you there!

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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.

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Please note: The issues of the *National Bulletin* are mailed during the given month of publication and should reach most readers by the end of that month.

President's Message

Le Français à Philadelphie: Interculturalité dans la ville de l'amour fraternel

One of my first responsibilities as the incoming president of the AATF was to choose the theme for our upcoming convention in Philadelphia. As I thought about how to incorporate a forward looking vision for a convention located in a historically important city, the notion of *interculturality* came to mind. Dedicated French teachers spend their professional lives striving to share their love of the French language and Francophone cultures with their students. They develop units in which students learn to appreciate Francophone cultural traditions, food, music, art, literature, and aspects of daily life. However, sometimes the teaching of culture becomes an examination of differences rather than the development of intercultural competence.

The term “intercultural competence” was first developed by Michael Byram in 1997. According to Byram, intercultural competence encompasses knowledge of the culture, skills of interpreting and relating, skills of discovery and interaction, attitudes of curiosity and openness, and critical cultural awareness.¹ What is interesting about this model is that it moves beyond acquisition of information to a more investigative and interactive process to develop cultural understanding. Students become more engaged and involved in their French classes when they have the opportunity to investigate, examine, and discover elements of the culture.

Changing one's mindset about teaching culture can seem daunting to French teachers because teaching “about culture” is much easier than developing *interculturality*. Fortunately, the recently published *NCSSFL-ACTFL Can-Do Statements* (2017) provide important guidelines for developing language proficiency and intercultural communicative competence. The *Intercultural Can-Do Statements* provide ways to move students from learning “about” culture to interacting in culturally appropriate ways. They also emphasize a shared respect for all cultures and societies. The *Intercultural Can-Dos* consist of two global proficiency benchmarks: 1. investigation of products and practices to understand perspectives and 2. interaction with others in and from another culture.² These benchmarks can be adapted to a specific context and level. For example, in a traditional novice level unit on food, students typically learn food vocabulary for various meals and how to order these foods in a restaurant. However, an intercultural approach to a unit on food would involve the following statements:

Investigate: “In my own culture and Francophone cultures I can identify how people eat, what foods they eat, and why they eat what they do.”

Interact: “I can act appropriately when obtaining food in familiar situations in Francophone country, such as in a store or a restaurant.”

The words *investigate* and *interact* involve active learning and a sense of ownership from the students. Imagine a unit on food at the novice level that focuses on the role of food in peoples' lives from four Francophone regions (France, Québec, Martinique, Sénégal). In order to identify how people in these regions eat, students will explore authentic resources, such as YouTube videos, clips from TV5, and infographics showing the eating habits, settings, and the role that food plays in people's lives. In order to investigate what people eat in Francophone countries they will compare authentic menus, food market ads, interviews in local markets, and YouTube videos of family dinners from these four regions. Finally, using Google Maps, infographics, and TV5 videos they will examine why certain foods are eaten in various Francophone countries due to geography, climate, and abundance or lack of resources. Once they have completed their intercultural investigations they will be able to role play buying food in a food market or ordering food in a restaurant in France, Québec, Martinique, or Sénégal using appropriate vocabulary and expressions. If possible, the teacher could arrange for students to visit a restaurant or food market where French is spoken and order food appropriately. A guest speaker from one of the regions could demonstrate cooking a special dish and answer questions from students. If the class has a partner school, the two classes could Skype or Facetime and share favorite foods. In other words, students are not learning “about” food but actively engaging in all aspects of the cultural significance of food.

Developing an instructional setting that values investigation and critical thinking about interculturality involves hard work and cannot be done overnight. However, the *Intercultural Can-Do Statements* provide a sound foundation for this transformation. In addition, the AATF has a number of resources to help French teachers develop the concept of interculturality within their curriculum. The AATF Commission on Cultural Competence, chaired by Martha Behlow and Sheila Conrad, has developed activities to integrate culture within lessons. The new chair of the High School Commission, Jean Copeland, looks forward to creating lessons focusing on the *Intercultural Can-Do Statements*. The Commission on Technology, chaired by Catherine Ousselin, provides a wealth of authentic resources essential to developing intercultural competence. The Commission on Middle Schools, chaired by Janel Paquin, provides lessons on folktales that reveal cultural perspectives. The Commission on Cinema, chaired by Joyce Beckwith and Dolly Hurtig, has several volumes of film studies that provide an investigative approach to cultural understanding. Members who subscribe to *Le français dans le monde* through their AATF membership have access to a *dossier pédagogique* dedicated to interculturality entitled “Pratiques et enjeux de l'interculturel”³ where they will find articles and classroom activities dedicated to interculturality.

Once the focus of teaching culture becomes investigative rather than fact-based, the classroom atmosphere changes. Students feel empowered as they learn to analyze and explore cultures that are similar or different from their own. Teachers also feel empowered because they are not teaching cultural facts to students but helping them develop their intercultural competence and become global citizens. I believe that our most important goal as French teachers should be to facilitate our students' ability to reflect upon the products, practices, and perspectives of cultures in the Francophone world and interact appropriately within those cultures. It is my hope that the workshops we have organized for the convention in Philadelphia, the keynote speech by Marie-Christine Koop, and the resources available for those who cannot attend will inspire all French teachers to embrace the theme of interculturality in their classrooms.



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Notes

- ¹ Byram, M. *Teaching and Assessing Intercultural Communicative Competence*. Clevedon, UK: Multilingual Matters, 1997.
- ² The American Council on the Teaching of Foreign Languages. *2017 NCSSFL-ACTFL Can Do Statements*. Alexandria, VA. 2017
- ³ *Le Français dans le monde*. "Pratiques et enjeux de l'interculturel." Volume 415, January-February 2018.

AATF Commission on Advocacy Update

In alignment with its mission to advocate for French language and Francophone culture, the Commission works to provide information on the benefits of French and of foreign language learning to empower educators through knowledge to build and sustain support for their programs among their students, their communities, and their stakeholders and supporters at all levels.

For this reason, the Commission has developed and maintains an active online and social media presence through its web page (Bob Peckham), Facebook (Kathy Stein-Smith), and Twitter (Kathy). We also participate in the online social media conversation on French and language learning by sharing information on other relevant social media sites (Karen's Language Notes: language issues and advocacy, for example).

While we believe that ongoing advocacy for all French and foreign language programs is the best way to build sustain-

able support, we ask that—if you are aware of a program that is at risk or in danger or if you believe your program to be threatened—you contact the Commission immediately.

In the event that a Commission member receives a request for assistance, we provide information and support, and recommend reaching out to local and regional AATF representatives who can offer local expertise and insight. Commission members are prepared to provide information to empower you to make the best possible case for your program within your local or institutional setting, and to write letters of support to local decision-makers.

The Commission receives requests for information and assistance from French language educators in K-12 and post-secondary institutions across the country, and Commission members provide information, write letters of support, contact the appropriate AATF state and regional groups, and even sign online petitions. Examples of the type of information provided, generally by Bob, including the recent essay, "How French Is Ranked," can be viewed on the Commission web page: [<http://www.utm.edu/staff/globeg/advofr.shtml>]

Commission members participate in the public and scholarly conversation about French and foreign language learning through professional engagement, including participation in professional conferences, and through their speaking, research, and writing.

Most recently, Mary Helen Kashuba, SSJ, and Kathy presented at the fall 2018 PSMLA Conference, and Kathy presented at fall 2018 conferences in New York, Massachusetts, and New Hampshire and moderated a panel on fostering bilingualism in the home at the NYC Bilingual Fair. Kathy also presented on foreign language advocacy at MLA 2019.

Kathy was featured in "Au Salon du bilinguisme, la fierté de parler plusieurs langues" [<https://frenchmorning.com/salon-bilinguisme-fierte-de-parler-plusieurs-langues/>] and in "Comment encourager le bilinguisme à la maison" [<https://frenchmorning.com/devenir-bilingue-de-lecole/>].

Kathy and Bob are scheduled to present the Commission session at the AATF 2019 annual convention.

If you would like to play an active role in the work of the Commission, please contact us. L'union fait la force!

Active Commission members include Catherine Daniélou, Randa Duvick, Anne Jensen, Mary Helen Kashuba, SSJ, Robert Peckham (Founding Chair), Karen Sorenson, Kathy Stein-Smith (Chair), Margot Steinhart, and Eileen Walvoord.

Facebook — @AATFcommissionadvocacy

Twitter — @AATFComAdvocacy

Small Alabama School is Big on Francophonie: Creating Community through Francophone Heritage Celebration Events

As department coordinator for the world languages department at The Donoho School, a small, private school in Anniston, Alabama, I recently initiated a transition from the original, traditional textbook and grammar-based curriculum, to a more dynamic and engaging curriculum based on the *World Readiness Standards*. This has been a challenging and rewarding process. One of the goals I had set for this year was to incorporate more opportunities for students to use the language within and beyond the school setting (World Readiness Standard 5.1). The previous year, I invited a local Haitian professional to come and speak to the French students (both in English and in French so that French 1 students could participate). This occasion offered students an opportunity to interact with a native French speaker and to meet an educated Haitian who is a positive role model and contributes directly to their community. This encounter, for some students, was the first time they had spoken French face to face with someone other than me. After this experience, I knew that I wanted to provide the students with other opportunities for engaging with members of the local Francophone community. Equally as important, I wanted students to be more engaged in learning about the Francophone world and to share this knowledge with the entire student body in order to promote a greater understanding of *la Francophonie* and the diversity of French speakers.

In response to these goals, I began coordinating a schoolwide Francophone Heritage Celebration during National French Week. Students in all levels of middle and high school French instruction were involved in planning and executing the event. The Francophone Heritage Celebration was presented to the student body in our school auditorium during a schoolwide assembly. The celebration included an informational PowerPoint created and presented by French 2 students, a demonstration of the Cajun Waltz to “Jolie Blonde” by our middle



school and French 1 students, and last (but certainly not least), the bilingual introduction and interview of five guests representing four different Francophone countries, conducted by

level 3 French students. The level 2 students who conducted the educational presentation described the term Francophone, discussed the importance of the French language in the world and in international business, and dispelled some of

the myths and stereotypes about what French speakers look like and where they are from. These students also presented historical information about French in Alabama and about current French speakers in the U.S., especially those in the Cajun and Creole population in Louisiana. The Introductory and French 1 students created a “Fais Dodo” (Cajun dance event) with a simulated barn backdrop in front of which there was a band (complete with accordion, violins, and guitars), and dancers who waltzed and twirled to “Jolie Blonde” by Weylon Thibodeaux. (Who knew that those years I lived in Opelousas would end with me teaching Cajun dancing to students in Alabama?) Our guests included Stephanie Marmion-Smith, Coordinator of International Students at Jacksonville State University (JSU), and four JSU students: Elie Mulonda from Congo, Marine Alberteau from France, Charles Fall from the Ivory Coast, and Nina Phany Gangbo from Bénin. Our guests wore traditional garments from their native countries



and introduced themselves to students in French and then English. Then, French 3 students conducted an interview by asking the guests questions (in French and then English, so the whole student body could understand) about their culture

and their experiences. Our guests replied first in French and then in English. Afterwards, a reception was held to honor the guests and to provide students the opportunity to speak with the guests individually.

The venture was so successful that I am now referring to the event as the “First Annual Francophone Heritage Celebration.” I would like to encourage other teachers, especially those who live in small towns and more rural areas to think outside of the box and



to use local resources such as universities to help plan and provide their students with opportunities to use the language outside of the classroom. In doing so, our students are able to use the skills they are acquiring in class and to become leaders in promoting a better understanding of *Francophonie* and the French language within their school community. The students’ involvement in the Francophone Heritage Celebration program has led to more student interest in the French language and has encouraged current French students to use their language skills for personal enjoyment and enrichment.

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A SAMPLING OF THE MANY SESSIONS OFFERED IN PHILADELPHIA

The following titles provide a representative sampling of the sessions that will be offered at the 92nd AATF Convention in Philadelphia. In addition, there will be numerous exhibitor and commission sessions, sessions on the *Grand Concours* and *Société Honoraire de Français*, as well as guest sessions by local speakers. Please note that many of the sessions fit in multiple categories.

All information on registration and excursions is now posted on the AATF Web site at [www.frenchteachers.org/convention]. The complete preliminary program is now posted on the Web site as well so be sure and check the full titles and descriptions of these sessions. *À bientôt à Philadelphie!*

Promotion et défense du français

- Techniques and Strategies to Promote French Program
- Developing Academic-Community Partnerships
- Cap sur la Journée Intensive en Français de Chicago
- Planting the Seed of Program Advocacy and Articulation
- Initier un programme d'apprentissage par le service communautaire à votre école
- Spurring Interest in Cultures through Sports
- Cultivating Interest in French through Career Fair

Techniques d'enseignement

- Amplifying Student Voice and Creativity
- Swapping Tests for Tasks
- Les Défis de l'évaluation en classe de FLE
- City as Text, Socratic Circles and TalkAbroad
- Critical Thinking at the Intermediate Level
- Preparing Students for Success
- Maîtrisez le français avec la musique de Maître Gims
- Arts Integration in the French Language Classroom
- Be a Mystery Skype Pro
- French AP Themes through French Music
- Using Escape Room Games in French
- Online Polling for Student Engagement & Assessment
- Skills of Engagement in a Diverse and Inclusive World
- Connecting Students in the Inclusion Classroom
- Enseigner le FLE à des enfants handicapés
- Opening the Door to French to All Types of Learners
- Source-Based Writing Tasks
- Comment dit-on *everything I'm thinking right now?*
- Help Students Improve Their Writing
- Hollywood Remakes: The Good, the Bad, and the Ugly
- What the Media Can Do for Your Students
- Advocating Multiliteracies and Authentic Resources
- Student-Centered Learning through the Use of Images

Enseignement de la littérature

- Littérature jeunesse: une approche interdisciplinaire
- *Petit Pays* by Gaël Faye as a point de départ for *Défis mondiaux*
- Social Justice and West African Literature
- Comment rendre la littérature classique pertinente
- Teaching about the Journal of Hélène Berr

- Le Champ littéraire de la Nouvelle-Angleterre
- *Les Contes du Chat perché* de Marcel Aymé
- Designing a Curriculum Unit Based on Graphic Novel
- Introducing a Novel at the Intermediate Level

Technologie

- Comment intégrer les outils numériques
- Virtual Reality for World Language Classrooms
- Enseigner l'Afrique francophone par Youtube
- A Multi-literacies Approach to Online Learning
- Social Media as Authentic Content in the Classroom

Culture et interculturelité

- Integrating Culture and Communication
- Multilingualism in the Francophone World
- Intercultural Competence for Both Immigrants and American students
- Global Citizenship Education
- Food, Heritage and Identity in France
- Leçons basées sur la communication interculturelle
- L'Interculturalité et l'intégration de projets numériques
- Americans in Paris: Our Stories in the City of Light
- *Interculturalité*: Interview Project
- Comparer pour comprendre les États-Unis
- Les Lieux de Mémoire de Philadelphie à Paris
- Social Justice in the French Classroom
- Les Organisations syndicales et patronales en France

Immersion et Français précoce

- Teaching Young Children French—A Montessori Approach
- Student Outcomes & New Literacy Support in French Immersion
- Une histoire à succès à Baltimore International Academy

Histoire

- “Les Pacifiques:” Quakers and France
- Philadelphia and the French Connection
- À la rencontre des Templiers: entre mythe et réalité
- Louis-Philippe in Exile in Philadelphia (1796-1799)
- «Général Washington, nous voici»

Linguistique

- Pronunciation: Tips for Teachers and Students
- Pedagogical Approaches to Teaching *tu/vous*
- Using “Retrieval Practice” and Other “Desirable Difficulties” to Improve Long-Term Retention
- Teaching Pronunciation in Intermediate French Classes
- Re-thinking Object Pronouns

Francophonie

- Le Cameroun: Que scay-je?
- Le Sénégal: Partager la richesse de ce pays francophone
- Économie de Trois-Rivières du XX^e siècle à aujourd'hui
- Chartres Cathedral as Puzzle

2019 AATF CONVENTION IN PHILADELPHIA

Registration

There are several rates which vary according to the excursions and activities chosen. Early Bird Basic Registration (available until May 15) is \$275 and includes full participation in sessions and exhibits plus the opening reception, convention *mallette*, and *dictée*. A Full Registration Package of \$375 also includes the Welcome Luncheon, Awards Banquet, and one workshop and one walking tour. A higher Registration Only rate of \$325 will apply May 16-July 1.

Hotel Information

The convention will take place at the Sheraton Society Hill. Attendees must register by June 15 to receive the special convention rate of \$172 US (single/double). Rates for triple (\$192) and quad (\$212) rooms are also available. Use the link on the convention page [<https://www.frenchteachers.org/convention/>] to make your reservation. When you reserve your hotel room, we ask that you stay in the AATF hotel within our room block. Staying at the hotel reduces meeting expenses. If we do not meet our room guarantee at the hotel, we will be subject to a penalty, which in turn forces us to raise fees for upcoming meetings. Please support us and reserve your room at the convention hotel.

Communication among Attendees

In order to make it easier for attendees to communicate with one another to locate roommates or learn more about what Philadelphia has to offer, we have created a private Facebook page (accessible only to AATF members who request to join) dedicated to the convention. AATF members can join the closed Facebook group from the AATF Facebook page @AATFrench [@AATF_Philadelphia]. You can find lots of useful advice from us and from other members.

Program Highlights: Excursions and Activities

Saturday, July 13, afternoon: Barnes Gallery

The Barnes Foundation houses a world famous collection of impressionist, post-impressionist, and early modernist paintings. After a one-hour tour in French, you will be able to stroll through the galleries on your own. Cost includes guided tour and transportation. \$55 per person; pre-registration required; spouses and guests welcome.

Saturday, July 13, evening: Longwood Gardens

Founded by Pierre S. DuPont, these exquisite gardens elevate the art of horticulture. Take a tour of four acres of botanical gardens, woodlands, and spectacular lighted fountains. Cost includes one-hour guided tour plus fountain and light show and transportation. \$40 per person; pre-registration required; spouses and guests welcome.

Sunday, July 14, afternoon: Trolley Tour of French Philadel-

phia

We will visit over 20 key sites to see where the two cultures met and embraced each other in friendship. Highlights include the Rodin Museum, Independence Square, and the Benjamin Franklin Parkway. Cost: \$30 per person; pre-registration required. Due to limited space, this excursion is only open to registered attendees.

Monday, July 15 (4:00-6:00 p.m.): Walking Tour I Historic Philadelphia

Join your guide in colonial costume on a stroll through the most historic square mile in the U.S. and hear the dramatic story of America's fight for freedom and the men and women who created the nation. Sites include the Liberty Bell, Independence Hall, Congress Hall, Franklin Court, Carpenters' Hall, the Betsy Ross house, Christ Church and Elfreth's Alley. Cost: \$20 per person; pre-registration required; spouses and guests welcome.

Tuesday, July 16 (4:00-6:00 p.m.): Walking Tour II Society Hill

Society Hill is considered the neighborhood of the historic area of Philadelphia. Our Founding Fathers walked these streets, were entertained in these homes, and worshiped in these churches. Stroll through this charming 18th-century neighborhood with your guide in colonial costume as you learn about the customs and lifestyles of its 18th-century residents. Included are sites such as the Powel House; the Physick House; Old St. Joseph's Church; Head House Square, the nation's oldest outdoor marketplace and firehouse; along with Trinity houses, carriage steps and "busybodies." Cost: \$20 per person; pre-registration required; spouses and guests welcome.

Wednesday, July 17, afternoon: Philadelphia Museum of Art and Rodin Museum

The Philadelphia Museum of Art is located at the end of the beautiful Benjamin Franklin Parkway; its breathtaking views overlook the Philadelphia skyline and the Schuylkill River Park. Included in the visit is a one-hour tour, that will focus on the museum's extensive French art collection, an open visit to the entire world famous collection, including the Perelman Building, as well as a visit to the Rodin Museum--the world's second most extensive collection of Rodin sculptures. Truly a memorable experience! Cost includes transportation: \$35 per person; pre-registration required; spouses and guests welcome.

Wednesday, July 17, afternoon: Nemours

The Nemours Estate, a 300-acre estate of Alfred I. du Pont, is modeled after Versailles. Visit the mansion, which contains world-class paintings, tapestries, antique furniture, beautiful

(continued on page 12)

What's New in the *French Review*?

VOL. 92.4 (MAY 2019) PRÉSENCES FÉMININES

- Du corps désiré au corps désirant: créer et crier le corps dans l'œuvre de Rajae Benchemsi (Zoulagh)
- Transmitting the Legacy of Créolité in Marie-Célie Agnant's *Le livre d'Emma* (Robert Sapp)
- Les femmes, la communication et le pouvoir traditionnel dans l'œuvre de Mariama Bâ (Dieng)
- Behind the Bamboo Screen: Renée Vivien and the Rituals of Self-Destruction (Melanie Hawthorne)
- La fille de son père: Secrecy, Love, and Writing in Assia Djebar's *Nulle part dans la maison de mon père* (Jessica Tindira)
- Fighting for Women's Autonomy: The Unorthodox Advocacy of Louisa Lamotte (Sheri Abel)
- Defying Absence and Subverting Abjection in *Tu as crié Let Me Go* by Anne Claire Poirier (E. Willis)
- Entretien avec Esther Tellermann (Aaron Prevots)
- Suréna: l'héroïsme est-il possible en dehors de la représentation? (David Franco)
- Traumatisme et recherche d'identité: *La légèreté* de Catherine Meurisse (Kirby Childress)
- Teaching French to North African Soldiers in the French Colonial Army (Habiba Boumlik)
- A Strange Familiarity: Monkeys and Chinamen in Enlightenment France (Diane Fourny)
- Dossier pédagogique: *Avril et le monde truqué* (Ekinici, Desmares, 2015) (Marion Geiger) [on website]

ACADEMIC CREDIT FOR THE 2019 CONVENTION

The AATF is pleased to offer 2019 Philadelphia Convention participants one-hour of graduate credit through the M.A.T. In-Service Program at Webster University in Saint Louis. The cost for one hour of graduate credit is \$175. (This fee covers only the cost of credit; participants must still register for the convention.) Participants must preregister so that paperwork can be completed before the convention.

PRELIMINARY SYLLABUS

- Participants should register for and attend the entire conference beginning Sunday, July 14 at 9 a.m. and concluding on Wednesday, July 17 at noon.
- Participants must log a minimum of 15 hrs of attendance at sessions.

During the convention:

- Participants will attend the opening session on July 14.
- Participants may select from one of the following strands and attend related sessions scheduled throughout the convention or they may create their own theme-based plan (French and Francophone Cultures, Literature and Teaching Literature, Language Learning, Teaching Techniques, Language Policy and Promotion).

After the convention:

- Each participant will present a written summary of the conference which includes the following: (1) A summary and critique of each session attended; (2) A simulated letter to the editor of your local newspaper describing how this conference will impact your future work; and (3) An analysis outlining how you plan to implement the knowledge gained at the convention in your teaching.
- Submit all written work by September 15, 2019.

If you are interested in receiving one hour of graduate credit, please register using the registration form online or at [www.frenchteachers.org/convention]. The instructor for this course will be Brian Kennelly formerly of Webster University [bkennell@calpoly.edu].

MIDDLE SCHOOL HONOR SOCIETY

The AATF and the *Société Honoraire de Français* (SHF) are pleased to announce a new honor society for middle and elementary school students. Full details can be found on the Honor Society Web page at [<https://www.frenchteachers.org/jaf>]. The new society, called *Jeunes Amis du Français* (JAF), was approved by vote of the SHF sponsors. The *Jeunes Amis du Français* will function similarly to the SHF. Any middle or elementary school teacher can request a JAF Charter for a one-time fee. Because of the diversity of middle school programs, a school must select the Cultural or Academic option. Each chapter must induct students at least once per year in order to remain active.

The sponsoring teacher must be a current AATF member.

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

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



Message de la Secrétaire générale

Pourquoi assister à un congrès de l'AATF?

Assister à un congrès représente un investissement personnel et professionnel. Vous consacrez votre temps, votre énergie et bien sûr votre argent à une activité sans savoir ce qu'elle vous rapportera. La générosité, la créativité et le dynamisme des collègues qui présentent leurs recherches et leurs astuces pour la salle de classe, cela se trouve partout dans les congrès. Mais dans un congrès de l'AATF, la majorité des interventions sont en français et toutes les sessions portent sur le français.

Et qui mieux qu'un autre professeur de français peut comprendre l'isolement du professeur de français qui est seul dans son établissement ou dans sa ville? On est nombreux à avoir ressenti un certain mépris pour l'importance du français de la part des administrateurs. On a tous entendu dire que le français n'a plus d'importance ni d'utilité. Nous savons que c'est faux, mais parfois il est fatigant de mener la bataille tous les jours.

Dans les congrès de l'AATF, nous clamons haut et fort que le français est la seule langue globale avec l'anglais, parlé comme langue première ou deuxième partout dans le monde. Pendant les quatre jours du congrès, vous pourrez faire partie de la fête du français.

Plus encore quand nous nous retrouvons en terre francophone. Nous essayons de donner aux congressistes l'occasion de participer pleinement à la culture francophone qui nous environne. L'été dernier en Martinique, le congrès a offert aux membres de l'AATF la possibilité de visiter une partie du monde qu'ils ne connaissaient peut-être pas. Grâce au travail des collègues, ils ont découvert ou approfondi leurs connaissances de nouvelles méthodes, œuvres littéraires, films, événements historiques.

Dans quelques mois, nous nous réunirons dans la ville historique de Philadelphie, fondée en 1682 par les Quakers. Les liens entre Philadelphie et la France durent depuis plus de 300 ans. Marchez sur les traces de Lafayette et de Washington. Le congrès s'ouvrira le 14 juillet avec une allocution de Marie-Christine Koop, Présidente honoraire de l'AATF (voir en première page). Ensuite vous pourrez participer aux ateliers (page 12), assister aux sessions (page 6) ou profiter des excursions et activités organisées par le comité local sous la direction de Mary Helen Kashuba, SSJ, elle aussi Présidente honoraire de l'AATF.

Dans deux ans, nous retournerons au Québec, à la ville de Trois-Rivières, située à mi-chemin entre Montréal et Québec. Implantée à la confluence de la rivière Saint-Maurice et du Saint-Laurent, Trois-Rivières est une ville universitaire, un port, un lieu historique fondé en 1634 mais aussi une ville dynamique où les événements culturels se multiplient tout le long de l'année. Les Trifluviens sont très accueillants et sont francophones à plus de 96%, comme à Saguenay où nous étions en 2015.

Quand j'y suis passée pour la première fois en 1993, c'était à la toute fin de la drave, le flottage de bois sur les rivières. En hiver, lorsque les lacs et rivières étaient gelés, les bûcherons empilaient le bois sur la glace. Au moment du dégel, le bois descendait les criques et rivières vers le Saint-Laurent et vers les usines de pâte à papier. Ce système de transport du bois a été interdit en 1990. En 1993, j'ai eu la chance d'observer une petite baie où quelques centaines de billots flottaient encore, car le Saint-Maurice était la dernière rivière au Québec où la drave a été complètement éliminée.

En 2021 nous nous rendrons sur la côte ouest à San Diego. Quoique les liens avec la France sont moins apparents, une importante communauté de Francophones et de Francophiles nous accueillera. En 2022, nous retournerons enfin en France. Le lieu n'a pas encore été choisi, et les défis d'organiser un congrès en Europe sont grands, mais nous voulons donner à nos membres l'occasion de connaître à fond un coin de France. Dès notre retour aux USA, la Nouvelle-Orléans nous ouvrira les bras pour explorer la Francophonie chez nous. Quel meilleur endroit pour fêter le français! Aux 17-18^e siècles, le centre du pays, des Grands Lacs jusqu'au Golfe du Mexique, était parsemé de forts français aux noms de Chartres, Saint-Louis-du-Rocher, Assomption, Crèvecoeur ou Kaskaskia. Il n'en reste plus beaucoup, la plupart ayant disparu et les autres reconstruits, mais leur ombre est là, dans les noms de lieux, dans les traditions locales et dans les mémoires des premiers voyageurs. La Nouvelle-Orléans, fondée en 1718 par Le Moyne de Bienville, a reçu la Francophonie par les explorateurs du nord qui descendaient le grand fleuve et par ceux du sud arrivés par la mer.

C'est en visitant ces lieux, en posant le pied là où les premiers explorateurs ont vécu et voyagé qu'on peut s'ouvrir au passé mais aussi à comment un pays, une ville ou une île ont évolué différemment de son voisin ou de notre pays. C'est en ouvrant les yeux sur les autres avec curiosité et sans jugement que nous pouvons apprendre à apprécier la diversité culturelle.



Ces anecdotes ne constituent que quelques exemples du riche héritage français que l'AATF cherche à mettre en valeur pour ses membres. La prochaine destination c'est Philadelphia, bien sûr, mais pensez aussi aux congrès futurs qui pourront vous emmener vers de nouveaux horizons.

Philadelphie vous attend. Même si vous ne pouvez pas venir nous rejoindre, pensez au prochains congrès—à Trois-Rivières, à San Diego, en France, à la Nouvelle Orléans... Vous ne serez pas déçus.

Jayne Abrate
Secrétaire générale
[abrate@frenchteachers.org]

2019 AATF Commissions

Commission on Advocacy

Kathy Stein-Smith, Chair [2020]
Fairleigh-Dickinson University (NJ)
Email: [kathysteinsmith@gmail.com]

Commission on Cinema

Joyce Beckwith, Co-Chair [2019]
Wilmington High School (MA, retired)
Email: [mmejoyob@aol.com]

Dolliann Hurtig, Co-Chair [2019]

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

Commission on Cultural Competence

Martha Behlow, Co-Chair [2020]
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Sheila Conrad, Co-Chair [2020]

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

Commission on FLES*

Karen Campbell Kuebler, Chair [2020]

Towson University (MD)
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Commission on French for Specific Purposes

E. Nicole Meyer, Chair [2021]

Augusta University (GA)
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Commission on High Schools

Jean Copeland, Chair [2021]

J.R. Masterman High School (PA)

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Commission on Middle Schools

Janel Lafond-Paquin, Chair [2021]

Rogers High School (RI, retired)
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Commission for the Promotion of French

Justin Frieman Charles, Chair [2019]

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Commission on Teacher Recruitment and Retention

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Commission on Technology

Catherine Ousselin, Chair [2019]

Mount Vernon High School (WA)
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Commission on Universities

Jessica Sturm, Co-Chair [2021]

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Isabelle Drewelow, Co-Chair [2021]

University of Alabama
[idrewelow@ua.edu]

Members' Notes



Toutes nos félicitations, Rebecca Blouwoff (Eastern MA), NECTFL Teacher of the Year! If you have not visited her blog, take a moment and explore her path to proficiency, student-centered education. [<https://mmeblouwoff.weebly.com>].



Félicitations à Megan Diercks (CO-WY)! Megan has been awarded the rank of *Chevalier dans l'Ordre des Palmes académiques*. Megan is not only her chapter president but also the editor of the *National Bulletin*.

Kellye McKay Guzik (Chicago/Northern IL), St. Ignatius College Preparatory High School, is the first recipient of the Illinois AATF French Teacher of the Year. Kellye is known for her contributions to both

AATF and ICTFL, her innovative teaching techniques, her collaborative and generous professional connections, and her commitment to our profession. Kellye also teaches Methods of Teaching Foreign Language at DePaul University. The Chicago/Northern Illinois AATF Chapter and the Downstate Illinois Chapter came together to create this new statewide honor, which includes a scholarship for registration to the AATF National Convention as well as a one-year complimentary AATF membership.



Congratulations to **Mary Helen Kashuba, SSJ** (Philadelphia) for being presented with the Nelson H. Brooks award for Outstanding Leadership in the Profession at the NECTFL conference.



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San Jose State University (CA)

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Jayne Abrate, Executive Director [2022]

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**PLAN NOW TO CELEBRATE
NATIONAL FRENCH WEEK
NOVEMBER 4-10, 2019**

(continued from page 7)

crystal chandeliers, a conservatory, and a music room. You will see fountains, artwork, gilded sculptures, a reflecting pool, and the largest formal French gardens in North America. Nemours was named after the town in France from which the du Pont family came. Visit includes movie in the Visitor Center, tour of the garden in a shuttle, guided tour of the mansion, and transportation. Cost: \$35 per person; pre-registration required; spouses and guests welcome.

Thursday, July 18, all day: Visit to New York City

Your guided tour of the United Nations in French offers an opportunity to explore behind-the-scenes. Visit the halls and exhibits, tour the UN Bookshop, and learn about educational resources. Then ride up to the Metropolitan Museum of Art, the third most visited art museum in the world. End your day with dinner at Le Rivage restaurant. Cost includes entrance fees, box lunch, dinner, and transportation. Cost: \$250 per person; pre-registration required; spouses and guests welcome.

NEW PUBLICATIONS FROM THE AATF PRESS

They will all be available through the online store at [<https://store.frenchteachers.org>].

Heurs et malheurs du système éducatif en France, edited by Marie-Christine Weidmann Koop. This volume is a collection of nine articles on the French educational system (2018). Cost: \$60

Performance-Based Assessment Strategies by Anne Jensen. Produced by the AATF Commission on High Schools, this volume contains 43 IPAs at Novice, Intermediate, and Advanced Levels (2018). Cost: \$25

Allons au Cinéma: Promoting French Through Films, edited by Dolliann Hurtig and Joyce Beckwith. Vol. 3 of this series produced by the AATF Commission on Cinema contains 21 films organized around the theme of “Immigration et Identité” (2019). Cost: \$25

Learning with Legends!, ed. by Janel-Lafond Paquin. The second volume produced by the AATF Commission on Middle Schools, this work contains eight lessons based on “contes et légendes” (2019). Cost: \$20

Mieux connaître la Martinique par les vidéos, ed. by Jayne Abrate. This volume, based on dossiers pédagogiques produced in anticipation of the 2018 AATF Convention held in Martinique, contains activities based on ten videos about Martinique, including panoramas, interviews, and documentaries (2019). Cost: \$25

Ateliers à Philadelphie

Les ateliers auront tous lieu le dimanche 14 juillet de 13h à 16h. Les frais d’inscription pour chaque atelier sont de 30\$.

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

Intervenant: Brian Kennelly, Cal Poly

What does the free-response section of the 2019 AP French Language and Culture exam reveal about student performance? How better to position students for success?

W102: Promoting French Through Films—*Immigration et Identité*

Animatrices: Joyce Beckwith et Dolliann Hurtig

Les éditeurs et plusieurs auteurs présenteront leur recherches qui reflètent la diversité du cinéma francophone. Une copie du volume est comprise dans l’inscription.

W103: Le Québec: textes et ressources authentiques

Intervenante: Janel Lafond-Paquin

Les participants auront des copies de chaque texte afin de travailler avec elles pendant l’atelier. Des activités, des chansons, des recettes, des sites utiles et une bibliographie seront inclus.

W104: L’enseignant comme apprenant modèle

Intervenants: Anita Alkhas et Brett Lipschutz

Comment peut-on redécouvrir notre enthousiasme et faire évoluer nos compétences linguistiques et interculturelles? Les participants verront comment un investissement en soi peut à la fois enrichir notre pédagogie et inspirer nos élèves.

W105: Digital Tools for All 3 Modes of Communication

Intervenante: Catherine Ousselin, Mt. Vernon High School (WA)

Participants will engage in a hands-on exploration and training on technology tools focused on the design and assessment of authentic listening, speaking, and reading tasks.

W106: Interculturality: Building Bridges with Language and Culture

Intervenant: Ed Weiss, Delaware County Intermediate Unit (PA)

The presenter will show participants how to engage students with vocabulary, language, and multimedia interactions with authentic resources that will provide a true world view.

W107: Comparer pour comprendre: les USA dans un miroir croisé

Intervenant: Michel Gueldry

Nous examinons quelques théories du développement linguistique et la littérature professionnelle sur les compétences professionnelles au XXI^e pour l’IC. Ensuite, nous examinons les grandes tendances sur l’interculturel franco-américain. Enfin, nous comparons France et USA (contenu, exercices, sources) pour divers types d’élèves et divers niveaux linguistiques: novice, intermédiaire, et avancé.

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

Teaching with Comprehensible Input Helped Rebuild my Program

For the first five years of my teaching career, I tried to inspire students with the promise of using French as they travelled to exciting destinations in the Francophone world. I dutifully created thematic units, assessed with IPAs, and attempted to get the same positive results as the many colleagues I met on various French teaching websites and Facebook groups, but for me, it just didn't work. My students were uninspired by learning grammar points, thematic vocabulary, and cultural realia. They couldn't understand French without a dictionary and couldn't speak. Most importantly, my enrollment was declining, especially after world languages were eliminated as a graduation requirement. So, I began looking for anything that would reach my students and get them excited about learning and communicating in French.

After several years of hearing about teaching with Comprehensible Input (CI), I decided to find a way to deliver CI and make it the primary focus of my curriculum. While there are many ways of providing CI, I was inspired by the work of Ben Slavic and Tina Hargaden, the team at CI Posse and the CI Liftoff Facebook group. When I discovered Ben and Tina's work, I was immediately drawn in by the promise of connecting with students about things that interest them while bringing laughter and joy into the classroom. Their program is simple. You provide comprehensible and compelling input by talking about the students: their interests, hopes, fears, and so much more through playful interaction in the target language. They developed the method of "One Word Image" and the "Invisibles" where the class creates characters and then takes them on grand adventures by using the target language. Also, as recommended by Ben and Tina, I have created a classroom library of children's books, TPRS readers, and archives of class-created stories for students' pleasure-reading. Most importantly, Ben and Tina's approach allowed me to invest in my students first. They advocate for building relationships with students in a playful and light-hearted way in the beginning stages of language acquisition. Then, once the students' trust has been earned, they can begin to explore cultural products, practices, and perspectives, because the students are invested in the process of learning the language.

This shift in pedagogy has transformed my classroom. Since I am no longer worried about covering certain targets or grammar points each day, I can communicate with my students about the things that are compelling to us. I have strong relationships with my students which help me simultaneously maintain classroom management and guide my students into young adulthood. Their language proficiency does not suffer. My students are confident and competent at all four domains (listening, reading, writing, and speaking). More importantly, I can easily differentiate for the diverse learners in my classroom, because I am focused on each student's individual growth at their own pace.

Using these approaches in my classroom helped me realize that I was teaching to my own ego—what I wanted for my students, not what they wanted. The reality for the majority of my students is that they will never leave the town where they were born. So getting them to connect with French via the future promise of travel or jobs where they would use French did not resonate with most of them. What does engage them is getting them to talk about themselves, to build a community via class-created stories, and to see French as a part of themselves by being supported in a safe and loving environment. Ben and Tina's recipe gave me a way to connect with my students and for my students to connect with learning a language for learning's sake. My retention numbers are steadily growing, and students are graduating from my program and continuing to interact with French whether it's the small percentage that go on to study at a four-year university or the larger percentage who read, listen to music, or play video games in French.

Ben's motto is: "Teach to the heart, not to the mind." Following this philosophy allows me to get students excited about learning French. It allows me to challenge students through rigorous focus on the messages of our stories but in a completely non-threatening way. Most importantly, it allows me to build positive relationships with my students and support them both inside and beyond the classroom.

If you are looking for a change or if like me, you need something to help you connect with your students, please consider the work of Ben and Tina. For more information, check out the CI Liftoff Facebook group or the website [<https://ci-liftoff.teachable.com/>]

Kim Davis

Tuscaloosa County High School (AL)

[countyhighfrenchclass@gmail.com]

Is There One Best Way to Teach World Language?

As a French teacher of over forty years and a methods instructor for more than twenty years, I am often asked by colleagues and students which “method” I use. Although this question seems quite straightforward, I often respond rather hesitantly with something like “Well, it depends on the context.”



Our students come to us with varying ages, life experiences, cultural backgrounds, and learning styles. This diversity enriches our classrooms but is often challenging when teachers look for the best methodology to use. For example, if you are teaching a unit on the family, the strategies used throughout the unit will change slightly depending on whether the learners are novice elementary or high school students. This does not mean that elementary students can't think deeply or that high school students can't enjoy action songs, but it does mean that age-appropriateness is an important consideration in a chosen methodology. In addition, experiences that students bring to the class-room can affect dramatically the methods a teacher uses. In a class where most of the students are world

travelers and whose parents are educated professionals, students may have already traveled to the country or countries where this language is spoken and are eager to be immersed in the culture. However, students who have lived fairly insular lives without opportunities to travel or explore the world, may resist the concept of immersion due to a more limited world view. They may first need to be convinced that learning a world language matters at all. Another factor that influences methodology is the cultural backgrounds students bring with them to the classroom. Students who come from a culture in which listening in a classroom is more important than speaking may have a difficult time in a communicative environment. Those students who are already fluent in another language may find it easier or more difficult to grasp the concepts of the new target language due to language interference or overgeneralization. Finally, students' learning styles can greatly affect the choices teachers make for language learning strategies. If the class has a majority of visual-spatial learners and very few musical learners, teachers will put more emphasis on images, graphic organizers, and charts rather than on songs.

Not only does the diversity of students in our classrooms affect methodology, but other factors that teachers cannot control influence it as well. Class size is a very important factor that invariably influences the methodology a teacher chooses to implement. Teaching a class of forty first-year French students is challenging, to say the least, and creating an open environment where communication happens effectively among so many students requires much planning. Small classes are much easier to teach and manage but sometimes students who are accustomed to large classes do not take the small classes seriously. In addition, teachers are often bound to teach a district curriculum and use assessment tools that may not be based on current pedagogical practices and second language acquisition research. Thus, “teaching to the test” often takes the place of developing a coherent methodology. Not only can a district curriculum influence methodology, but textbooks also have an influence on methodology due to the way themes are developed and how much emphasis is placed on grammar. Teachers who are required to use a particular textbook often struggle with how to implement a methodology that directly contrasts with their given textbook.

Newly trained French teachers often arrive in their new school with a wealth of ideas, enthusiasm and knowledge of recent research in second language acquisition. However, what often happens is that this newcomer is the only French teacher in the world language department and may be teaching four different levels of French. It is very difficult to implement a consistent methodology that doesn't rely heavily on a textbook when working very hard every day to stay afloat with four different preparations. Even as new teachers gain experience, the stress of preparing for so many different levels can take a toll on their ability to implement a thoughtful methodology.

Another important component to consider in development of methodology is teacher personality and willingness to take risks. Very few people are “born teachers” so most of us have to develop our methodology over a number of years. As an introvert myself, it took me a number of years to create an environment in which I often did role plays with students, dramatized historical characters, and bantered humorously with my AP students. Some methods depend more heavily on teachers as actors or as facilitators and for this reason these methods may be difficult to implement, not because the teacher does not try, but because this particular method comes across rather artificial to their own students. In other words, methods take a certain ownership on the part of teachers.

With so many factors influencing methodology how does a teacher decide upon whether to use the direct method, the natural approach, project learning, TPRS, or any other communicative approach? Rather than choose the method first, a teacher should first look at the context of his or her classroom and then decide upon the method that meets the principles recommended by Alice Omaggio-Hadley in the textbook, *Teaching Language in Context*. She emphasizes that there is not “one true

way” to teach language, but that in order for students to attain proficiency a classroom must have certain characteristics:¹

1. Students must have the opportunities to use the language in a wide variety of contexts in the target culture. They need to develop the ability to express their own meaning in the target language, communicate actively with their peers, and have creative language practice. They should also be immersed in authentic language.
2. Students must have the opportunities to carry out a wide range of functions. They should not just answer questions from the teacher and repeat memorized dialogues. They need to learn to ask questions, role play, narrate, describe, analyze, investigate, examine authentic documents, compare, contrast, and carry out real-world tasks in the target language.
3. Students should be encouraged to develop accuracy in oral and written communication. As students become more proficient, their accuracy improves, and they should be encouraged to take the risk to communicate without the fear of immediate correction.
4. Classroom instruction should be responsive to the affective and cognitive needs of students. Students arrive in classroom with varying emotional needs and sometimes these needs can interfere with learning unless the teacher creates a safe and welcoming atmosphere. Students also have a variety of learning styles and expectations for learning the target language that affect how teachers plan their lessons. Some students may also have learning challenges that need to be addressed by the teacher through differentiated instruction.
5. Cultural understanding should be an essential component of classroom instruction. Culture should not be considered as a separate entity from language, but instead it should be embedded in every facet of instruction. Students should learn to develop their intercultural communicative competence.

The guiding principles from Omaggio-Hadley provide the philosophical framework for coherent methodology in the classroom. In conjunction with this framework, however, there are national standards to consider as teachers develop their course goals and objectives. The 2015 *World Readiness Standards for Learning Languages*² provide us with common goal areas, including the 5 Cs (Communication, Culture, Connections, Comparisons, and Communities), to prepare our students to apply their language skills beyond the classroom and develop global competence. Keeping these goals in mind throughout unit and lesson planning helps teachers focus their instruction, regardless of which method they employ. More specifically, the communication goal provides the cornerstone of instruction because of the delineation of three modes of communication (interpretive, interpersonal, and presentational). The interpretive goal emphasizes the use of authentic oral and written texts to immerse students in the language during the lesson, followed by interpersonal oral and written activities for creating with the language, and concluding with a more formal written or oral presentation. The culture standard stresses that cultural products are the results of cultural practices and perspectives. The connections standard reminds us to consider the interdisciplinary nature of language. The comparisons standard emphasizes that teachers should implement lessons in which language and cultural comparisons are continually being made. Finally, the communities standard emphasizes that we must find ways to reach the global community of target language speakers.

Using the guiding principles of Omaggio-Hadley as a framework and the *World Readiness Standards for Learning Languages* for overarching goals, teachers are more successful at developing a coherent methodology that works for them in their particular context. In fact, many successful teachers use a combination of methods depending on the language levels that they teach. Obviously aiming for 90% use of the target language throughout instruction is essential, so finding the method that more easily facilitates target language use is equally important. Teacher flexibility is another important factor to consider because students’ needs change and it often seems that we teachers are “catching up” to what twenty-first century students actually need for their learning.

In conclusion, finding the “one way” to teach foreign language is impossible. However, using the guiding principles and standards to find an appropriate method based on the context of the classroom and student need seems to be the most sensible decision.

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Notes

¹ Alice Omaggio-Hadley. *Teaching Language in Context*. Boston: Cengage, 2001, pp. 93-105.

² National Standards Collaborative Board. *2015 World Readiness Standards for Learning Languages*, 4th ed. Alexandria, VA: ACTFL et al.

2019 NATIONAL FRENCH WEEK CONTESTS

National French Week will take place Nov. 4-10, 2019. The theme for both contests in 2019 is “Le Français Chez Moi.”

VIDEO/ANIMATION CONTEST

Deadline: Received by **November 15, 2019**.

Rationale: Since many students create their own videos and blogs, the AATF thought that this contest would attract students and teachers who are interested in technology.

To Submit: See National French Week link on the AATF website for instructions regarding format and where to upload the submission and to find a list of suggested Web tools. Entries can be made using Glogster, Animoto, embedded Web tool, or shareable app of the student’s choice. If using these sites, teachers should choose the free educator subscription or have students set up their own accounts. The project should be viewable by the judges, but the projects should be marked “Unlisted” until the awards have been announced. Please include a URL to the project in the registration form. The judges may request that you share the embed code for the project after the awards have been announced. For questions on Web tool or app usage, please contact Catherine Ousselin at [catherineku72@gmail.com]. View past submissions on the National French Week blog site [http://nfwposter.blogspot.com/].

Guidelines: The video/animation must relate to the contest theme. It must be between 30 seconds and 2 minutes in length. No copyrighted figures (ie. Snoopy, Astérix) accepted. Videos with references to alcohol, drugs, or violence will not be accepted. Each entry must be the original work of a current French student or group of students whose teacher is an AATF member for 2019. There is

a limit of five entries per school. The video/animation must include the names of the school, French teacher, and students who contributed to the project.

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

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

FRANCOPHONE TRIVIA CONTEST

The Second Annual Francophone Trivia Contest held via Kahoot! will be organized in fall 2019. Any 7th-12th grade student whose teacher is an AATF member is eligible to compete. There is no fee to enter, and teachers arrange contest play in their classes when it is convenient. The Kahoot! consists of 25 questions in English which cover various aspects of the Francophone world. The top 25 scorers will advance to a Final Round, which will also be held via Kahoot!

The teacher of the top scoring student will also win a free AATF membership for 2020. Stay tuned for an announcement with the contest website & instructions, as well as a webinar to further explain the contest and answer your questions.

Note: There will no longer be a NFW Essay Contest.

NATIONAL FRENCH WEEK PROMOTIONAL ITEMS PLAN NOW FOR NOVEMBER!

The following items are available from AATF at cost for promoting National French Week. Order early! Prices for promotional items include first class postage. Rush delivery available for an additional charge.

	Quantity	Total
Bumper Stickers: Forward with French [50 cents each or 10 for \$4]	_____	_____
Pencils: La Semaine du Français [4 for \$1]	_____	_____
Buttons: On est les meilleurs! [65 cents each or 10 for \$6]	_____	_____
Balloons: National French Week: La Semaine du Français [10 for \$1]	_____	_____
**SPECIAL: Order 25 of each item (100 items total) for \$35 (14% savings)	_____	_____
T-shirts (blue with white logo design)	_____ T-shirts x \$13 _____ M _____ L _____ XL	_____
	_____ T-shirts x \$14 _____ XXL	_____
	Total enclosed for promotional items. _____	

Name: _____ Phone: _____

Address: _____

City, State, Zip _____

Send this form with payment to AATF, 302 N. Granite St., Marion, IL 62959-2346. Photos of all items are available on the National French Week Web site: [www.frenchteachers.org/nfw]. All materials can be ordered through our on-line store. Direct questions to [aatf@frenchteachers.org].

Organiser un semestre d'études en France: le meilleur moyen d'encourager les étudiants à choisir le français

Le déclin des programmes de langues étrangères est malheureusement devenu une tendance nationale. Un article de Stephen Johnson, paru dans la *Chronicle of Higher Education* du 22 janvier 2019, annonçait que 651 programmes avaient été éliminés aux États-Unis entre 2009 et 2016, dont 129 en français, 118 en espagnol, 86 en allemand et 56 en italien [<https://www.chronicle.com/article/Colleges-Lose-a-Stunning-/245526>]. Face à cette situation préoccupante, nous devons demeurer vigilants et ne pas hésiter à prendre des initiatives afin de faire prospérer nos programmes de français. Or il semble que les séjours à l'étranger représentent le meilleur moyen d'augmenter le nombre d'apprenants à tous les niveaux.

Il y a quelques années, j'ai commencé à explorer la possibilité d'organiser un semestre d'études en France sachant que l'Université de North Texas est relativement grande (38 000 étudiants) et se trouve dans l'agglomération de Dallas-Fort Worth. Après m'être renseignée sur différents centres de français langue étrangère (FLE), j'ai finalement opté pour le Campus International de Cannes (CIC) non seulement pour son emplacement idéal sur la Côte d'Azur, mais surtout pour sa réputation et la structure de ses enseignements [<http://french-in-cannes.com>]. Il s'agit d'un établissement privé fondé par Paul Valéry en 1931. Situé près du centre-ville et en face de la plage, il reçoit tout au long de l'année des apprenants du monde entier et offre même des stages d'été pour enseignants de FLE. En plus des cours qui y sont dispensés, le CIC organise de nombreuses activités ainsi que des excursions dans les environs. Par ailleurs, les étudiants avancés qui le désirent ont la possibilité de suivre des stages professionnels non rémunérés dans l'établissement ou à l'extérieur. Le logement en famille est possible, mais l'hébergement sur le campus—également disponible pour les professeurs accompagnateurs—reste la formule la plus économique et la plus pratique. Le CIC offre tous les services nécessaires dont un restaurant dirigé par un chef expérimenté, une buanderie, un bureau d'animation qui propose voyages et sorties, et un café où les étudiants se réunissent pour discuter. Cannes est une ville moyenne où les jeunes étrangers peuvent s'orienter et se déplacer facilement. Jumelée avec Beverly Hills, elle accueille toute une série de grandes manifestations dont le célèbre Festival International du Film en mai.

Dès leur arrivée, les étudiants passent un test d'évaluation et sont inscrits au cours correspondant à leur niveau de compétence selon le Cadre européen commun de référence pour les langues (CECR). Ils obtiennent un total de 15 crédits, dont trois à six avec moi et neuf à douze qui sont transférés du CIC. Les cours de notre groupe s'étalent sur 16 semaines à raison de 15 heures hebdomadaires. Je les décompose en quatre sessions de quatre semaines chacune, correspondant à trois crédits américains, afin de faciliter leur transfert. Pendant les six premières semaines, les étudiants ne suivent que les cours du CIC pour une durée totale de 90 heures; ceux qui avaient un niveau élémentaire au départ peuvent ainsi atteindre ou dépasser le niveau intermédiaire avant d'aborder mon cours de troisième année, que je commence à enseigner l'après-midi à partir de la septième semaine. Le quatrième mois, les étudiants plus avancés ne sont inscrits que dans mon cours intensif sur la France contemporaine alors que les autres suivent un quatrième cours de langue au CIC. Bien que la plupart des apprenants possèdent des bases en français au départ, je n'exige pas de prérequis pour leur participation, ce qui me permet d'optimiser le nombre d'inscriptions malgré le coût relativement élevé du programme: 28 étudiants au printemps 2014, 30 en 2016 et 27 en 2018.

En ce qui concerne l'itinéraire général, notre groupe part de Dallas et atterrit à Paris où nous résidons quelques jours aux Maisons Internationales de la Jeunesse et des Étudiants (MIJE), idéalement situées dans le quartier du Marais, près du métro Saint Paul et à quelques pas de la Place des Vosges et du Louvre [<https://www.mije.com/fr/accueil>]. Les MIJE possèdent trois auberges de jeunesse installées dans de beaux hôtels particuliers du XVIIe siècle avec un centre d'accueil, un salon et une cafétéria. Les bâtiments disposent de quelques chambres individuelles pour les professeurs et de chambres de deux à dix lits pour les étudiants. L'option demi-pension est obligatoire pour les groupes (petit-déjeuner et un autre repas) et le tarif en est abordable, avec gratuité pour les accompagnateurs. Les MIJE font également appel aux services d'une société d'autocars pour les transferts aéroports ou gares ferroviaires, et organisent des visites à la demande avec guides bilingues à Paris (Louvre, Sainte-Chapelle, Conciergerie, Notre-Dame, entre autres) et ailleurs (Versailles, Mont-Saint-Michel, etc.). En guise d'introduction à la ville, nous nous rendons d'abord au cinéma Paris Story [<http://www.paris-story.com/>] qui diffuse toutes les heures un excellent film sur l'histoire de Paris en plusieurs langues.

Notre voyage vers Cannes s'effectue ensuite par le TGV. Pendant notre séjour, les étudiants peuvent profiter des nombreux événements et lieux emblématiques proposés par la ville et la région: Îles de Lérins avec Musée de la Mer et prison du Masque de fer; Fête du Mimosa à Mandelieu; Carnaval de Nice; Fête du Citron à Menton; Musée International de la Parfumerie à Grasse; galeries d'art au village provençal de Saint-Paul-de-Vence; Palais Princier et Musée océanographique à Monaco. Cannes se trouve à trente kilomètres de l'aéroport international de Nice-Côte d'Azur qui propose des vols vers de nombreuses destinations. Cette proximité facilite les voyages des étudiants pendant notre semaine de vacances et les longs week-ends.

À la fin du semestre, tous les étudiants reçoivent au moins une option (minor) en français. Mais plusieurs d'entre eux décident de se spécialiser en français au niveau du bachelor et même de poursuivre avec un master. À en juger par les commentaires élogieux des évaluations qu'ils remplissent, ils sont toujours enchantés de leur séjour à Paris et à Cannes. Il faut dire que l'équipe de direction et le personnel du CIC sont courtois, efficaces et accommodants. Et les étudiants soulignent particulièrement la qualité de l'enseignement qu'ils reçoivent au CIC. Je recommande vivement cet établissement à tout professeur désireux d'organiser un programme de courte ou longue durée en France car les services y sont excellents, sans parler de sa situation géographique et des manifestations offertes par la région. Ce semestre d'études remporte toujours un véritable succès et son impact se traduit par une augmentation du nombre d'inscrits aux niveaux de notre bachelor et de notre master en français. Je ne peux donc qu'encourager les enseignants à se lancer dans cette aventure qui s'avère enrichissante à tout point de vue.



Les étudiants au Campus international de Cannes

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Jouons!

Pictorade—all levels

Need: 1 die, timer, vocabulary, sticky notes

Put the numbers 1, 3, 5 and 2, 4, 6 on the board. Have even numbers represent the students that will draw a vocabulary word (dessiner) and the odd numbers represent the students that will act out the vocabulary word (jouer le rôle).

Divide into teams, and have students decide order. Also, set the ground rules (no mouthing answers or words in charades, no numbers, letters, or words if drawing). A team member rolls the die and sees what he or she will do. Give a vocabulary word (I write them out on sticky notes, and if they team gets the vocabulary word, the team receives the sticky note as a point). The team whose turn it is can guess up to the time limit you set. If they run out of time and do not get the vocabulary word correct, the other team can steal if they have an answer (I give the other team five seconds to steal the answer and point).



Le mot de passe—intermediate to advanced levels

Need: Vocabulary sheets, rules

Divide the class into two teams. Start on one side with the first person. Show that person the vocabulary word. Then that team member must give the next person a clue about the word (can be another synonym or a small phrase). If the person gets the word correct, the team receives 10 points, and you start with a new word on the opposite team for another 10 points. If the team doesn't get the word correct, then you show the word to the first person on the opposing team.

This person gives another clue, but the point value is only worth 9 points. Continue on down the rows so each person gets to give clues in the target language and gets to try to answer in the target language.

Le jeu d'haricots—all levels

Need: beans, sandwich bags

This game was originally presented by Debra Read. Put 10 beans in a bag and mark the student's name on it. Then create an info-gap activity that requires the students to use the target language and only the target language for the duration of the game. The beans are the points. A student can lose a bean if they speak any language other than the target one. If the teacher hears the other language, he or she can take the bean. If a student hears the other language, he or she can take the bean, and to make it more lucrative, it is extra credit for that student now. You can take a total of 20 to 100 points on the one activity, or keep a log and average the total points at the end of a period or semester.

La Roue de la fortune—all levels

Need: hangman game board or use Quia website, wheel with numbers on it (the wheel from the Life game works great with this!)

To review vocabulary, have a mock Wheel of Fortune game. Put values for the numbers on the board or handout.

1. \$100	3. perdre son tour!	5. \$400	7. \$500	9. \$100
2. \$200	4. \$300	6. faillite	8. perdre son tour	10. \$500

Students then spin the wheel and guess a letter (Quia is great for this because the letters are all on the screen). Have teams keep their own score on white boards or paper. The team to solve the puzzle correctly gets the total.

Complétez la phrase—intermediate and advance levels

Need: index cards or note cards

Split the class into groups of no more than four. On index cards, have portions of sentences written out and make the students complete the sentence correctly. If no errors, the team receives two points. If there are a few errors, then give one point. If incorrect, give no points. This activity works well with relative pronouns and “si” clauses.

Verbal—all levels

Need: the game Verbal or three different colored dice and index cards with various infinitives written on them, timer, paper, pencils or pens, paper money

If you have the actual Verbal game, then follow the instructions. It is also easy to make the mock Verbal game. Create teams (two teams are ideal). With three different colored dice, assign one to be a point value, another to represent subject pronouns, and another for different verb tenses (depending on the level, you can do evens are present and odds are past tense, or you can make each number a different tense if you are working with an advance class). Have one team roll the dice to figure out the subject pronoun, verb tense, and total. Show them the index card with the infinitive on it. Again, the infinitives can be fairly simple verbs if playing with level one to very challenging irregular verbs for the advanced students. The student has 30 seconds to conjugate the verb correctly. If they do not, the other team can steal (that way each team is playing). The best way to make everyone play is to have them sit in a line and move the dice and paper and pencil down the line. You can get help from teammates, but if it is your turn, you must write the conjugation down. Use the paper money as a way to keep score.

**Meet and Greet Vocabulary**—all levels

Need: tape, index cards

This is another simple bell ringer or a great activity to practice yes and no questions. When students come into the classroom, tape on their backs a vocabulary word, but don't let them see it. When class is ready to begin, have students rotate around the room and ask other students questions to figure out what the vocabulary word is. Offer a prize so students won't just tell the other student what the word is.

Any further comments or questions? Please do not hesitate to contact me!

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AATF Convention Book Club 2019

Interested in another conference-themed book club? Get an early start for our Philadelphia conference! Here are the two books for this year: *Philadelphie à la française* (French Philadelphia) by Lynn H. Miller and Annette H. Emgarth (Note: This book is available in either French or English.) and *Thomas Jefferson's Crème Brûlée* by Thomas J. Craughwell. See you in the Sister City of Paris: Philadelphia from July 14-17. Please let me know if you will participate so we can connect and share. Karen Kuebler [kkcdanser@verizon.net]

Getting to Know Your User, Getting to Know Your French Program: Using Design Thinking to Host a Francophone Fun Day

With the recent victory of *Les Bleus* in the World Cup, French teachers have the perfect opportunity to engage student interest and capitalize on the role of French as an international language of work and play. As many articles in the *AATF National Bulletin* have communicated over recent years, demonstrating the relevance of French language and culture to students and stakeholders in our communities is an ongoing task. Despite stable numbers in the middle and high school levels of the French program at the K-12 Quaker school where I teach, several years of back-to-school marketing pitches left me unsatisfied with how I was portraying the value-added of French to the “whole child” curriculum of our progressive school. Each October, I was proud of the work my students and colleagues did in the French program but knew I needed to do a better job advertising these strengths to the school community. I tried to put myself in the place of a parent or school board member listening to a state-of-the-union update on our program. How could I demonstrate rather than convince my public of the value of French education to the broader college prep curriculum? Posing this question to myself became, in a way, the answer to the marketing problem. If I wanted to demonstrate the alignment of our French program with 21st-century skills, I realized that I needed to incorporate marketing the program within the curriculum itself and have it guide student learning throughout the year. With the assistance of colleagues versed in the Design Thinking process, I was able to harness the creativity of my students to develop a “Francophone Fun Day” which allowed us to market the French program within our school and beyond its doors.

Because it is important for French teachers to collaborate and share ideas for how to adapt and grow our programs, my goal is to outline a template through which French teachers can use Design Thinking protocols to develop a Francophone Day within their own districts. Because the “French Fun Day” at my school (as we eventually labeled our “Francophone Culture Day”) grew out of the principles of the Design Thinking process, it is important to begin with a definition of this concept before entering into the logistical details. First and foremost, Design Thinking is not a dogmatic recipe for how to plan lessons. Rather, it is a problem-solving approach wherein designers create prototypes and execute solutions based on the needs of their users. Design Thinking began in the fields of engineering and technical design. Because of its humanistic focus on getting to the know the end user, educators have begun to experiment with the effectiveness of this method within the student-centered classroom. Here is the template of how my colleagues and I planned our Francophone Day.

Step 1: Identify a Problem to be Solved

Design Thinking mindset begins by identifying a “challenge” for which the designer can develop a solution. In the case of Moorestown Friends School, a private tuition-based school, the “problem” to be solved was attracting middle school students to enroll in our high school, particularly our unique world language programs. With the assistance of the marketing director who provided us with a list of local schools to target, we reserved a day in April to bus students from local feeder middle schools to campus for a day of activities. The goal of the day was to share Francophone culture with our community while also allowing prospective students to experience the unique learning opportunities offered by our French program.

Step 2: Analyze the Needs of Your User

What would entice teachers to RSVP to our invitation rather than immediately relegate the email to the trash? We decided to offer an opportunity that would be difficult for educators to find otherwise. After connecting with the local *Alliance française*, online communities of French teachers, and other local Francophone resources, we discovered the CUMBE African Diaspora Dance Troupe from Brooklyn, NY which accepted our invitation to present an *atelier* of Haitian dance. It would be difficult for most schools to bus their students to New York City for this event but far easier for administrators to allow students to make the 15-30-minute ride to our campus to see the same performance. As expected, we received affirmative replies from several schools and capped the event at about 80 participants (three French classes of about 20-30 students each).



To adapt Design Thinking to a student-centered classroom, the students, rather than the teacher, need to become the designers. With a date officially set, our small team of three (two French teachers and our department head) was under the gun to deliver. Now that we had committed to taking on this monumental inaugural task, we desperately needed our students’ help in conceptualizing what the day would actually look like. Aside from the morning performance, what activities would we offer

our middle school guests? The beauty of Design Thinking lies in how it offers a process for allowing students to take charge of their own learning and demonstrate it to stakeholders. Although each of my classes (French 2, 3, and 4) was clearly at a different proficiency level and had different learning objectives, the Design Thinking remained the same. All students engaged with variations of the following dilemma: How can I create a kiosk for French Fun Day that will communicate an aspect of Francophone culture studied in class to sixth through eighth grade students? I used Design Thinking protocols from [IDEO.org] to kickstart an inquiry process that would allow students to get to know the users of their French Fun Day kiosk projects. Sample questions included: What do middle school students need in order to learn? What types of activities inspire them? What types of activities do not inspire them? I did not require students to demonstrate their knowledge with a specific format. Rather, these questions allowed students to consider what types of activities would most effectively address the original design challenge of creating a kiosk appropriate for middle school students. They were free to use technology, or any other tools as needed to address the challenge question.

Step 3: Prototype to Learn

After many class discussions (in both the target language and English, depending on level) and consideration of the on-campus spaces available, most students decided on an interactive format for presenting their knowledge of a Francophone cultural concept. In the case of French 2, students were assigned to “tell the story” (the who, what, where, when, and why) of a Loire Valley castle. For French 3, kiosks needed to show understanding of the techniques of Impressionist painters, and for French 4, expertise about a region of France. These are all units of study I have done with my students for many years. Design Thinking simply allowed me to change the form of assessment. Rather than give students a test on their knowledge of the topics, their French Fun Day kiosk creation would act as a summative assessment evaluated according to a rubric. Students would also be formatively assessed on their overall engagement with the discrete steps of the process. Once students had brainstormed potential ways to make their kiosks interactive and informative, they were asked to create a prototype of the kiosk for their classmates and for my eighth grade French class.



Step 4: Incorporate Feedback

Other students provided feedback on the prototypes with an “I like, I wish, I wonder” protocol borrowed from Stanford University’s school of Design Thinking. Over the course of the next few weeks, students used the feedback they received to make changes to their kiosks and present new iterations of them. Because this was the first time I deviated so drastically from unit plans where I was in control of the design of the final student product, I was naturally a bit apprehensive about what students would produce. Would I be proud of their work? Would it be of acceptable quality to showcase to visitors and prospective families? As I observed students presenting their prototypes, I realized that the Design Thinking process was teaching me an important lesson in trusting the creativity and talents of my learners. To demonstrate his knowledge of Chenonceau, one student, passionate about video games, designed a single-player video game to take students on a tour of the castle and discover the historical drama of Henri IV, Catherine de Médicis, and Diane de Poitiers. Tech-savvy and phone-addicted French 4 students decided to use the Aurasma app to create visual QR codes students could scan from poster boards to hear a presentation about a cultural product or practice essential to the identity of a region of France. For example, at the station on Savoie, a QR code launched a video of a skit where a student took the role of “Craig Slopes,” a local entrepreneur explaining how his business profited from tourism at the *stations de ski*. Another student, passionate about arts and architecture, developed a crafting station where visitors could design their own gardens in the style of those at Villandry. As I toured the different kiosks developed for French Fun Day, I saw the extent to which students had not only learned material but had truly integrated it with their passions and interests. More importantly, I realized I was having fun touring their kiosks! They had truly risen to the design challenge of making the kiosks interactive and tailored to their public.

Step 6: Game Day



After approximately two months of prototyping and re-iterating their kiosks, students became the teachers, sharing their work with the sixth and seventh grade French classes as well as sixth through eighth grade student guests. The morning Haitian dance performance followed by a series of workshop rotations with small mixed groups allowed student guests to mingle with our own students, forming new connections. My colleagues and I were thrilled that the feedback from administrators, parents, students, and colleagues indicated that the day was a huge success. Yet it would not be Design Thinking without the need for feedback to continue to improve the

user experience. I look forward to making some changes to the day in order to make it an annual event. I am happy to share more organizational documents and details with any interested teacher.

I am privileged to work at a private school with a supportive administration, yet there were nevertheless roadblocks, budgetary limitations, and red tape that needed to be addressed to successfully execute a French Fun Day. The beauty of Design Thinking methodology is that it is ideal for working through challenges that normally sideline a project. If you are willing to be persistent and work with your district to align your Francophone Day with the district's current goals and needs, I believe your event can successfully be given the green light. In the case of my small Quaker school, the need to be addressed concerned enrollment. Your own Francophone Day could align with your district's need to address diversity, community service, environmental stewardship, or much more. The human-centered approach of Design Thinking allows it to align perfectly with most goals. Although students and teachers both made liberal use of technology to facilitate the day, all steps of the process to develop French Fun Day involved face-to-face discussions and negotiations with all stakeholders. I encourage teachers interested in promoting their French programs to think like an anthropologist. Get curious about your district and its needs. Ask questions. As we as teachers continue to engage in the kinds of creative thinking we ask our students to do and relinquish some of the power to them, I believe we will have no problem in ensuring the future of our profession and the vibrancy of Francophone culture in our communities for many years to come.

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Resources for Design Thinking

1. Design Thinking for Educators Toolkit created by designers at [IDEO.org], an organization that works to develop human-centered solutions to problems in developing countries. You can download the Toolkit for free at [<https://designthinkingforeducators.com/about-toolkit/>]
2. Handout provided to students explaining the Design Challenge [<https://docs.google.com/document/d/1h-piNCFAA3edzmVIReXaPW4KiwYefXQy6R9n2rhtO6lk/edit?usp=sharing>]
3. Design Thinking adapted to the *Tour de France* [https://docs.google.com/presentation/d/1kg303ZVi4a6_N_x0Ug-EZmVvRwQTd-A76zhif4eBvh8/edit?usp=sharing]

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 BENEFACTOR: 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 BENEFACTOR: 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 BENEFACTOR: 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 BENEFACTOR: 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.

Cultivating a Communicative, Comfortable, Creative Classroom

That is the motto which I use to guide my instruction and lessons. I use it to question what I am doing in class and to keep focused. A few years ago, my department stopped using textbooks and made the jump to communicative, thematic units. No more verb charts. No more fill-in-the-blank. No more penalizing when students miss an accent. After a lot of work (and sometimes anguish), we accomplished our task. The focus moved from prescriptive grammar instruction to real, interpersonal communication. Students were speaking French from day one. Yet I felt like something was missing. I glanced around my classroom, and it hit me. My curriculum was cutting edge 21st century, but my classroom was stuck in the 1950s. Students were sitting, miserably, in their tiny *pupitres* on hard plastic seats. Ergonomic scientist Dieter Breithecker says: “static-passive sitting and a lack of physical activity during lessons leaves the neuromuscular system unchallenged and leads to degeneration.” According to Breithecker, “[a] child’s healthy brain will signal its need for a dynamic load shifts unconsciously by rocking or fidgeting on conventional chairs.” This is exactly what I noticed. So I toyed with various arrangements of the desks, including circles and pods of four, but nothing seemed to work. None of the setups was truly conducive to creating the type of classroom atmosphere I wanted. I decided I needed to drastically transform my classroom.

I began with research. I read a lot about how to reduce anxiety to facilitate language learning. Article after article stressed the importance of making students comfortable enough to participate and take chances in their learning. This led to articles on flexible seating. My favorite definition comes from Danish Kurani of the Harvard Graduate School of Education: “For a great learning space, you have to consider acoustics, color, light, layout, materials, interactivity, graphics, inspiration, technology, and so much more.” This made me want to rethink the whole space. I started to plan different types of seating areas. I wanted to have tall tables, round tables, floor seating, standing areas, and some seating without tables. I wanted to ditch the overhead lighting and make my room feel comfortable and cozy with floor lamps and holiday lights. I wanted student supply areas where students could help themselves to what they needed. In addition, I wanted my seating sections to have a Francophone feel.

The next step was to talk to my administration. They were supportive but a little nervous about how it would work. (This is where the research paid off). I shared what I had learned and what I wanted to do. Luckily, my foreign language curriculum director was as excited as I and helped me convince my building administration that we should give this a try. They removed all of the desks and left me with a beautiful, blank canvas. Then I started shopping at garage sales and second-hand shops. I asked friends and family to give me their cast-offs. I scoured the basement of our school looking

for old furnishings. I even took a lab table from the science department and cut off the legs to make it suitable for floor seating.



Step three was to set it all up. Our amazing maintenance staff carried everything to my room, and my family came and helped me put it all together. My room currently has ten different areas. Each area is named after an area of *la Francophonie*. *Le Maroc* boasts tons of pillows to sit on, while Paris is great place for two students who want to have a conversation. *Le Luxembourg* is perfect for larger conversations, and *le Québec* is set up for writing activities. I love my room now, and more importantly, my students love it. I am much more relaxed, and my students feel calm and comfortable. Without a doubt, this is the best thing I have done in my teaching. True, it might not be for everyone. Your classroom must fit your style and your teaching. My students move, rotate, and chose different spots and activities daily. I have done a lot of setup and training with my students to make the space work. My students are on-task, speaking French, and at ease. The best feedback I have received is from the students themselves. They tell me that they walk into my room and just sigh in relief because they are so comfortable there, and it makes them feel at home.

In a future installment, I plan to explain more nuts and bolts of how I use the space and how I trained my students to use it. In the meantime, please contact me with any questions or comments.

Kelly Blake Karstrand
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Le Luxembourg



Paris



Haïti



Tabiti

Classroom Activity

French in Everyday Life

As French teachers, we are always on a quest to connect students to French outside of the classroom. How can we find ways for them to understand that French has an influence on what Americans see, do, and consume every day? In the first quarter of the school year, my beginning French students (typically 6th graders) engage in a personal treasure hunt for French words or items that we use regularly in American life. They are not searching for cognates—that’s a separate project—but French sayings, food, instruction manuals, stores, makeup, and such that can be found at home, in the grocery store, or in our daily conversation.

I generally give students one to two weeks to come up with four examples. I encourage them to ask their family members for ideas, but I do not allow them to share ideas with classmates to ensure we have a variety of discoveries. I encourage students to share their ideas with me privately prior to the due date to make sure they are on the right track. The concept can be tricky for young learners, and I want to give them a chance to get it right. Each year, a student will think that *chocolat* or *éléphant* will work. I will usually talk it out with them: when you go to the zoo, do you pronounce it the French way or the American way? If they are pronounced differently, then that’s a cognate. *Croissant*, on the other hand, counts because we didn’t change it to “a crescent moon shaped pastry,” and we keep the “*na*” sound instead of “*oy*.” I suggest they look in their closets, look at boxes at the grocery or drug store, or peek in their sister’s bathroom cabinet.

Students become very excited about this project and are always amazed to hear and see the many examples that their classmates find. The results often bring interesting side discussions as students present in a show-and-tell format. (I have only 4-8 students present per day or it becomes overwhelming.) I have included the project descriptor below.

If you are looking for ideas to help yourself think about this project, here are some examples brought in by students:

Déjà vu	Crème brûlée
Encore	Café
Crêpe	Makeup or perfume containers
Bouquet	Clothing and footwear tags
Fleur de lis	Instruction manuals, especially for electronics or games
Ballet and all its terms	Stores or restaurants with French names (such as Au bon pain or local ones)
Menu	Bravo
Bon voyage	
Bon appétit	

The “French in Everyday Life” project is a fun starting point to help students see the French around us. In 8th grade, my students engage in a quarter-long culture project that takes this idea to a whole new level.

Project descriptor

For this assignment, you need to identify everyday items or common expressions that use the French language.

Item example: You might notice that crayons and markers by Crayola© often have the color written in multiple languages. (You cannot use crayons or markers for your homework!) You might notice that the instructions for an appliance are written in multiple languages, or maybe your favorite store or restaurant has a French word in it.

Découvrez Philadelphie!

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

Expressions example: There are also many common expressions that we use that are actually French. For example, “RSVP” means “Répondez, s’il vous plaît?” (You cannot use “RSVP” for your homework!) When you get a bunch of flowers, you may call them a “bouquet.” Can you identify other French expressions? You cannot simply translate a common word into French; you must identify a French word that we commonly use in English.

Draw the item including any words in French, bring in the item (if it’s convenient), or bring in a photo of the item. (Do not bring in valuable items! Take a photo instead.) Write down any French words or expressions that you know are part of everyday usage in America, how/when they are used, and what they mean.

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

Why do you attend the AATF convention? What reasons would you give to encourage someone who is considering attending?

Erin Gibbons (IL): *dramatic music* Boxers have the ring. Gladiators had the Coliseum. Katniss had the Hunger Games. French teachers have Catherine Danielou’s *dictée*. Many will enter. Few will win. For those who do, there is Twitter glory. Must be present to win!

Karen Campbell Keubler (MD): Never underestimate the power of face-to-face conversations and interactions! Learn new ideas, laugh with friends, and make some new ones.

Nathalie Gorey (ME): Not only the workshops and presentations are fantastic and rich in providing resources and keeping teachers abreast of current strategies, topics, and trends in French classes around the country, but the camaraderie and passion felt among all participants who teach French across the country are so important and necessary! *L’union fait la force*.

Martha Behlow (IL): I love having the opportunity to learn from other French teachers who are amazingly generous and creative! Our shared passion for teaching French... people who really “get” me... and the chance to make new friends from all over the country.

Tracy Rucker (KY): Networking, connections, and professional development all lead us to be stronger, more aware, and passionate educators.

Justin Charles (WI): In 2011, I wanted to travel to Montreal without students, and it seemed like the perfect excuse. I met fantastic people, got some great ideas, and ate a *poutine* for every meal. While *poutine* isn’t always a given, I continue to meet fantastic people and get great ideas year after year.

Heidi Trude (VA): I attended my first AATF convention as a Future Leader, and it was a life-changing experience! I learned so much and am now connected with amazing French teachers across the U.S. As a result of attending my first convention, I became an officer in my local AATF chapter. Being the only French teacher at my school, attending conventions allows me to get much needed professional development and meet with French teachers from across the U.S. AATF conventions are great opportunities to learn, grow, and connect with French teachers.

Eileen Walvoord (IL): Opens you up to a "world" of French teachers and to what they are doing and discussing in their French classes. I always go home energized and certain that I picked the very best profession.

Catherine Daniélou (AL): I enjoy the great variety of presentations, learning from my colleagues, the exceptional camaraderie, and I love the onsite activities and excursions. One of the most impactful visits I remember was the visit to the Woonsocket Museum of Work and Culture and the guide who related the story of Franco-Americans.

Catherine Ousselin (WA): My first conference was in Martinique in 2003. At first I thought, are all conferences in exotic locations?! But most importantly, I met leaders and colleagues in our profession who impacted my professional path. We have stayed connected for 10+ years. Each conference brings a new colleague who shares his or her ideas or struggles. And we grow together as we collaborate through this most challenging profession. As a dear colleague, Andrea Canida Henderson puts it: «L’Union fait la force!»

Our question for the September issue is: What is your favorite French Club/SHF activity? Share your response via the AATF Facebook, NB Twitter [@AATFNB], or email [nbeditor@frenchteachers.org]. *Merci!*

Chapter News

Colorado/Wyoming

The chapter organized a visit of the Dior exhibit at the Denver Museum of Art where we saw amazing dresses and learned a lot about the fashion industry.



Connecticut

At the annual "Rentrée Gathering," guests caught up with old friends, met new ones, and enjoyed hearing world-wide *Le Petit Prince* expert Howard Scherry give a talk about his favorite author, Antoine de Saint-Exupéry. The *Comité exécutif* also presented a fast round of teaching tips and tricks.

Members of the chapter attended and supported the Connecticut Organization of Language Teachers' Conference (COLT). They used the occasion to promote the AATF and recruit teachers to join and participate. Jon Shee, chapter president, and Evan Downey, chapter treasurer, presented an interactive workshop in which they discussed ideas to support and promote French teachers and programs and shared interesting national survey data regarding the status of French teaching in America.

The Connecticut Science Center was the venue for the fall meeting. Appropriately, organizers Laura Faga and Geneviève Brand presented successful ways of integrating science-related themes into the French language curriculum. University of Connecticut representative, Jennifer Terni explained the UCONN/*Université de Toulouse* Exchange Program, a five-year program for engineering students which includes a full year in Toulouse studying French and interning in French companies.

Québécois/Sénégalais hip-hop artist Webster was the star of a concert during

National French Week.

Over 1500 students and teachers came together in November at Southern Connecticut State University's Lyman Hall for an amazing sold-out performance.



In January, teachers met for the annual "unconference" conference, that is, an idea-sharing "Tip Swap" in the relaxing atmosphere of a French-style bistro.

The chapter encourages students and their families to attend the Bridgeport Sound Tigers' French Hockey Night April 10.

Due to health concerns, Édouard Smith is no longer able to continue the webinar series. We thank him for the webinars he's led this year and wish him a complete recovery.

The Connecticut Chapter is on Twitter! Follow us at [<https://twitter.com/aatfct>].

Pays du Nord

Local students completed the bilingual sign for the Titus Mountain ski area.



San Diego

The San Diego Chapter gave Olivier Ngo, education *attaché* at the French Consulate of Los Angeles, a certificate of appreciation for his support of their association. You can visit their 2018 Yearbook with pictures of events: [<https://goo.gl/S5fGZC>].

Washington/Alaska

The name of this chapter has changed! While teachers from British Columbia and Alberta are welcome to join at the same rate, our name now reflects where the majority of our members reside.

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!

Détectives



To help students gain confidence and have fun building sentences, here's a way to modify the game Clue. Students become détectives and discover the mystery sentence.

Materials needed: a “detective notebook” with six categories, a card for each of the options in the category, an envelope

(sample detective notebooks)

À

	12h00
	2h00
	4h00
	6h00
	8h00
	11h00

	Agathe
	Arthur
	Hugo
	Lucile
	Melissa
	Paul

va

	à la bibliothèque
	à l'école
	au magasin
	au parc
	à la piscine
	à la plage

en mangeant

	une crêpe
	un croissant
	une glace
	un hamburger
	un hot dog
	un sandwich

Quand

	il pleut
	il fait chaud
	il fait froid
	il gèle
	il fait beau
	il fait du vent

	Agathe
	Arthur
	Hugo
	Lucile
	Melissa
	Paul

aime porter

	un pyjama
	un tee-shirt
	une cravate
	un manteau
	une jupe
	une chemise

et

	une casquette
	des lunettes de soleil
	un bracelet
	des gants
	un collier
	une écharpe

To play, divide students into groups (4-5 players works best). Students separate the cards by category and choose one card from each. That card is placed, face down so no one can see, in the envelope. This is the ‘mystery’ that the students are trying to solve. The rest of the cards are then shuffled together and dealt out to the players. The players mark off the cards they have in their detective notebooks and the player to the left of the dealer begins. She/He says, “A 2h, Arthur va au parc en mangeant un sandwich.” If the player to the left of that student has any of those cards, she/he shows one of them to only the student who just spoke, and that student marks off the new information in the detective notebook. If that player doesn't have any of

those cards, the next player in the circle can show one. Students take turns making their sentences until they figure out all of the categories. This is verified by the fact that no one will have the correct cards. The player who thinks she/he has solved the mystery can then remove the cards from the envelope to check.

With the repetitive structure students build confidence and listening skills. Silly sentences are part of the fun!

Megan Diercks

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Gimkit: The Awesome New Tool for Student Learning!

As the school year came to a close last spring, I was in search of a new game or tool that would engage my students. After searching through my Personal Learning Network on Twitter, I stumbled upon Gimkit. I quickly created an account and built my first kit (game) during my planning period. When I introduced my students to Gimkit, they looked at me as if it were Christmas morning and I had just given them the best gift. They were so excited and engaged, and to be honest, so was I. After seeing their reactions, I knew that Gimkit would be a huge hit with my other French classes. So, I built more kits and just like the first time, the students were immediately hooked.

So what is Gimkit and why are students obsessing about this game? Gimkit is an online interactive quiz game but so much better than Kahoot and Quizizz! Gimkit was created by a high school student, Josh Feinsilber in Washington—this makes me LOVE Gimkit that much more! Teachers can easily integrate their Quizlet sets into Gimkit or choose to create a set from scratch. I have found that I like to export Quizlet sets as it is quick and easy to do. After creating your set, you are ready to play the game. Within Gimkit, the teacher can decide on the game goal from the options.

- Time — Students race against the clock to earn as much money as they can.
- Race — The teacher sets a target amount and the first student to reach the target wins.
- All-In — The teacher sets a target amount for the entire class and students try to earn as much money as they can. The game ends when the class reaches the total target amount.

I love having these options and have tried all of them out within my various classes. We have also tried playing both in classic mode as individuals and in team mode. Team mode is interesting as students are still answering questions individually, but earning their money as a team.

Teachers can also decide to change the language and currency of the game. Gimkit currently has over 100 language options available which makes this game even more valuable for language teachers.

In addition to the game goal options, teachers also have the chance to customize game in a similar fashion to other online quiz games. After selecting your options, you and your students are ready to experience Gimkit.

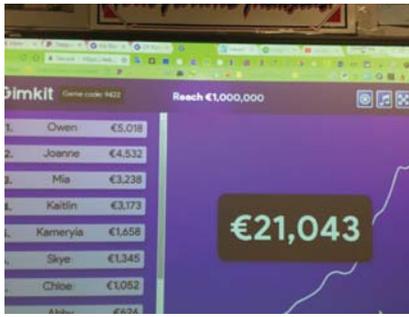
To launch the game, simply click the continue button and the login page will appear. Students can use a Chromebook, laptop, tablet, or phone to access Gimkit. The students type in the web address and then put in the login code to access the game. While the students are waiting for other players to join, they can draw on their screens (It's awesome!) My students actually get upset when everyone logs on quickly because they enjoy the drawing feature.

During the game, the students answer multiple choice questions based on the set that you have created. Students earn money for correct answers and lose money for incorrect answers. The beauty of Gimkit is that students can work through the questions at their own pace, as there is no time limit per question. The students can also move onto the next question without having to wait for others to finish. Gimkit automatically shows students the correct answer if they miss a question, so the student receives immediate feedback and can learn from their mistake. As the students continue to answer questions correctly, they earn more money and have the chance to shop in the Gimkit Store. In the store students have several basic options:

- Money Per Question — A player earns more money per question.
- Streak Bonus — Players earn more money after answering two questions correctly.
- Multiplier — Every dollar in or out is multiplied.
- Insurance — A player pays less when they answer a question incorrectly.

In the fall, Gimkit, launched even more options to the shop in addition to the basic upgrades. Students can purchase themes. This doesn't necessarily give the students a competitive advantage, but the students enjoy the ability to change the colors of the

game board. When students purchase a theme, it will also change the theme on the leaderboard. In addition to the basic up-grades, students can also buy power-ups. Power-ups range in benefits, but students can only buy and use them once. Students have to strategize when they will use them and when to buy them as the power-ups get more expensive the more money that you have! Some of the power-ups are basic: either a second chance power-up to answer a question again or a fifty-fifty power-up which eliminates two of the options. Some other power-ups include a mega-bonus which can multiply your earnings or a mini-bonus which can do the same. Another one is a discount that you can use to discount everything in the store for 2 minutes. In addition, there are some attack power-ups like the subtractor or reducer. With the subtractor, you can subtract from someone's overall winnings. With the reducer, a player's per question answer will be limited by 50% for a minute. Finally, you can use a shield that will block people from using attack power-ups on you for 60 seconds. As the teacher you have the ability to turn off the attack power-ups, if you don't want your students to use them.



Another awesome feature of Gimkit is the reports for the teacher. Gimkit creates a detailed report after each game, so you can easily see how each student did and in which areas the students struggled.

The students love Gimkit and stay engaged during the game. Even if the students are not on top of the leaderboard, they are still trying to earn money and move up. My students have told me that they love how competitive and fun the game is. They now beg to play it every day! My students told me that Gimkit really helps them to learn their vocabulary and I am seeing the results in their assessments and classwork. The energy and excitement that is present when we play Gimkit is amazing.



Since my students loved Gimkit so much and thought it was cool that Gimkit was created by a high school student, I set up a Google Hangout with Josh Feinsilber, the creator of Gimkit. Josh shared his story and then my students shared their thoughts and ideas about Gimkit. I appreciated how Josh was interested in their ideas to make Gimkit even better. Josh also asked my students questions regarding some updates he is considering. He shared with us that he is always looking for feedback, so do not hesitate to reach out to him on Twitter at @gimkit.

I encourage all teachers to give Gimkit a try. Within the free version, you can create up to five kits. I have already upgraded to the paid version since I love Gimkit so much and see how much my students love it. Not only do the students have fun during the game, but they actually tell me that they are learning their vocabulary better as a result—what more could you want?

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AATF STUDENT AWARDS IN FRENCH

The AATF Excellence in French Award can be used to recognize French students at all levels. Teachers can reward students in each year of French study or multiple students in a given class. It will also allow teachers at the elementary or middle school levels or in community colleges to recognize their students. The AATF Outstanding Senior in French Award is still available for one exceptional senior student each year at the high school or university level. Nominations must be made by a current AATF member.

To qualify for the Excellence in French Award, a student must:

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

Students will receive a certificate acknowledging their award and a press release to distribute to local media; and a congratulatory letter will be sent to the principal or dean. The registration fee for the award is \$25. For an additional \$10 fee, students can also receive an *Armes de Paris* medal. There is no deadline for this award. For both the Excellence in French Award and the Outstanding Senior in French Award, the nomination form is posted on the AATF website. Nominations can also be made through the Online Store. Address questions to [sra@frenchteachers.org].

Regional Reports

Region VII: South Central

Many thanks to all the chapters' past and current presidents for their dedication to their students and fellow French educators and to the profession of French.

In the past six years, I have been impressed and humbled by their work, energy, and resolve through good times and challenging times. The French teaching profession is in good hands across Region VII in Arkansas, Central Texas, El Paso, Houston, Kansas, Louisiana, Nebraska, North Texas, Oklahoma, and South Texas. I have had the good fortune to visit several chapters and should be able to visit two more before the end of my tenure as Regional Representative. I have attended many chapter events, met with groups of teachers at regional or national conferences, had honest conversations with chapter presidents about the way forward, have seen their creativity and complete devotion to their students. They are, indeed, the true champions of all things French.

In 2018 French educators in the South Central region demonstrated their commitment to making the study of French relevant and exciting for their students and their dedication to the profession and their peers. Here are a few high points of this past year across the region.

Students Events in the Region

More than 8000 students participated in *Grand Concours* in 2018, and 2180 medals were awarded.

Last November, the North Texas Chapter ushered in a new National French Week (NFW) initiative. A network of several schools and universities in the area coordinated their efforts to host a variety of cultural events and publicized them on the chapter's website. This "progressive" NFW offered a road map to all the events and generated a steady stream of visitors throughout the week.

The Nebraska Chapter organized a one-day French Convention in partnership with the University of Nebraska-Kearny and the Omaha *Alliance française*. Students at Millard South School in Omaha helped prepare the day's events, which included guest speakers, conversation tables, painting, cuisine, poetry, photography competitions, and more.



Events for French Educators

Happy Hour events continue to be popular with teachers in the North Texas and Oklahoma Chapters. They provide French educators with an opportunity to talk about their profession informally between business meetings and profes-

sional development days, such as the ones I want to highlight in this report.

The Central Texas Chapter hosted two professional development days in 2018 and successfully engaged its members in presentations on a variety of topics while also reaching out to regional and national scholars.

French Immersion Day 2018 in the Kansas Chapter took place on the campus of the University of Kansas. More than 50 French educators gathered for this professional development day that offered ten different presentations on the teaching of French and the exploration of Francophone cultures. The Kansas Chapter has also launched a *Cercle Littéraire*.

I want to congratulate the Houston Chapter for turning a new page in their history. Jean-Benoît Nadeau, author of *The Secret Codes of French Conversation Revealed*, helped to launch a new era for the Houston Chapter.



Respectfully submitted,

Marie Schein
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Region VIII: Southwest

If you're looking for inspiration, Region VIII teachers can help.

Professional development for teachers came in a variety of forms in 2018. The San Diego Chapter hosted a workshop on using a "natural" approach to develop speaking skills. Northern California hosted a well-attended *Journée du printemps* on the topic of film. Kevin Elstob provided techniques for using film to promote conversation at all levels. After lunch, teachers chose from several mini-workshops given by AATF board members. In Arizona, teachers participated in a workshop on the topic of African culture, given by Isaac Joslin.

If you're looking for ideas for outreach, read on! Recognizing the importance of meeting informally, many chapters hosted happy hours or social gatherings so that teachers could connect and build professional relationships. Northern California sponsored a "satellite" meeting in Sacramento, bringing in teachers who live farther from the Bay Area for a morning workshop and sharing of ideas. The chapter also established an updated website with resources for teachers to use in the classroom. In addition, they gave a mini-scholarship to sponsor one of their members going to the AATF convention in Martinique. The San Diego Chapter created a platform (using Canvas) to share amongst teachers in the area, providing tools and resources as well as any materials related to conferences hosted by the chapter.

Student Activities

The San Diego Chapter continues to sponsor *Soirées Café*, where students meet and engage in conversation and play a variety of games *en français*. Positive feedback from students and healthy attendance attest to the popularity of this event.

The Arizona Chapter sponsored a prose competition. Students submitted original short stories of about 300 words. With entries from all over the state, the chapter awarded prizes in the secondary and post-secondary categories.

Also in a literary vein, Northern California held a *Concours de poésie* as part of National French Week in which students chose from a selection of poems. They memorized and recited one of the poems in front of a jury of French teachers. Students were judged on their memorization, pronunciation, and general interpretation of the poem. Awardees won a French CD or book.

Collaboration with the Community

The San Diego Chapter partnered with *l'Alliance française* and the *Consulat de France à Los Angeles* to plan events for teachers, including workshops and guest speakers on technology. They recently teamed up with the *Délégation du Québec* to plan events together.

Northern California continues their partnership with *l'Alliance française de Silicon Valley* by sending students to attend their film events and encouraging students to participate in their senior scholarship competition.

Grand Concours

Overall participation in the *Grand Concours* was down slightly for the region in 2018. Kudos to the Hawaii, Nevada, and New Mexico Chapters, all of which had a significant increase in participants compared to 2017. The Northern California Chapter had the largest number of participants for the region, with over 3400 students.

There is now a Facebook page for Region VIII where chapters are encouraged to share news, events, and ideas for the benefit of all.

Respectfully submitted,

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Region VIII Representative
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Region IX Report: Northwest

Events for Teachers

The Washington/Alaska Chapter had a table at the Seattle French Fest. French Fest is a free event with activities presented by France Education Northwest.

The *Canard déchaîné* chapter newsletter, edited by John Robin

(JR) Allen, continues to reach many readers across the chapter and the U.S.

Led by a powerhouse of impressive leaders, the Colorado/Wyoming Chapter has provided several events to their members throughout the year. AATF members met for a post-Colorado Congress of Foreign Language Teachers Conference (CCFLT) happy hour, and members Brigitte Debord, Laurette Nassif, and Gwynn Reback gave presentations at the fall professional development day.

Collaboration with Local Organizations

AATF members presented at the Washington Association for Language Teaching (WAFLT)-Confederation in Oregon For Language Teaching (COFLT) bi-state conference. There were several sessions for French teachers. Incoming *Grand Concours* Administrator Dan Bromley hosted an AATF idea share session. French teachers from Oregon, Washington, Alaska, Montana, and Idaho lunched together during which WA/AK Past-President Margaret Newcomb shared upcoming opportunities for French teachers in our region. Our annual *tombola* included many wonderful prizes for participants.

The Colorado/Wyoming Chapter was active at the spring CCFLT conference. The chapter hosted a table, sponsored a scholarship, had its annual business meeting, and organized a session where local universities could highlight their French programs to high school teachers. This was successful, and the chapter hopes to expand this session next year. Several chapter members gave presentations at the conference as well.

Events for Students

In February, the Colorado/Wyoming Chapter again connected with the Colorado Avalanche hockey team for a *Soirée française*. The event included a Q&A session with Jean Martineau, Senior Vice President, Communications and Business Operations, a souvenir puck, and a great game against the Winnipeg Jets.

Last year's Colorado/Wyoming *Manie musicale de mars* drew teachers and students from across the chapter. This year's version extends to the entire Region IX. There is at least one teacher in every state on this first ever region-wide contest. Many thanks to Chapter Vice-President Julenne Moore and President Megan Diercks for preparing and promoting this engaging and thoughtful culturally-enriching event.

Oregon, Montana, Idaho, North and South Dakota: Outreach to the teachers in these states continues. Please connect with me if you are from one of these states.

Respectfully submitted,

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REMINDER: IMPORTANT DEADLINES AND DATES

- May 15 Deadline for pre-registration for Philadelphia convention (see page 7)
- June 15 Deadline for reserving a hotel room at the convention rate (see page 7)
- July 14 AATF Convention in Philadelphia (see page 7)
- November 4-10 National French Week (see page 16)
- November 15 Deadline for National French Week Contests (see page 16)

July 14-17, 2019
Philadelphia



Watch for updates:
www.frenchteachers.org
“Le Français à Philadelphie:
Interculturalité dans la ville de
l’amour fraternel”

CELEBRATE NATIONAL FRENCH WEEK
NOVEMBER 4-10, 2019