



AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

## AATF CONVENTION IN MARTINIQUE - 2018

The theme of the next AATF convention, which will take place from July 18-21, 2018 in La-Pointe-du-Bout, Martinique, is “Créolité et environnement aux Antilles francophones.” Proposals will be accepted through December 1 at [[www.frenchteachers.org/convention/proposal](http://www.frenchteachers.org/convention/proposal)]. We will try to confirm acceptances as soon as we can after a proposal is submitted.

### Information et conseils

Travel to Martinique can be expensive and will almost certainly require at least one overnight stay en route. We have looked into options for a charter flight, but it has proven cost prohibitive, and unfortunately, the low-cost airlines such as Norwegian only fly during the winter months. We encourage everyone to be flexible in their travel plans in terms of dates and departure points. We have added a number of pre- and post-convention activities so that attendees can extend their stay. The cost will be comparable to flying to Europe, and it will increase the longer you wait.

There are non-stop flights to Martinique from Miami (Air France and American Airlines) and Montreal (Air Canada) as well as from Paris (Air France). If you are planning to be in France this summer, consider organizing your travel through there. Those in New England

may want to drive to Montreal and fly from that city. We also hope that regular flights will soon be restored in San Juan, and attendees can connect for the final leg of their trip on Caribbean Airlines.

We are working with our partners, Carib Congrès, the Martinique Promotion Bureau, and Vámonos Tours, to organize hotel, travel, excursions, and cultural activities that will allow members to extend their stay and profit fully from what Martinique has to offer.

Carib Congrès will handle all hotel reservations at La-Pointe-du-Bout, airport transfers, and registration for the post-convention overnight excursion to Guadeloupe. If you are planning to participate in this excursion, you may wish to consult with Carib Congrès regarding return travel to Martinique vs. departure directly from Guadeloupe to the U.S. (Air France only). For more information, go to the website they have set up [[www.aatfconvention2018.com](http://www.aatfconvention2018.com)].

The AATF will handle all other arrangements, including convention registration, pre- and post-convention one-day excursions, a cultural immersion seminar organized by Vámonos Tours, meals, and other activities during the convention.

(continued on page 7)

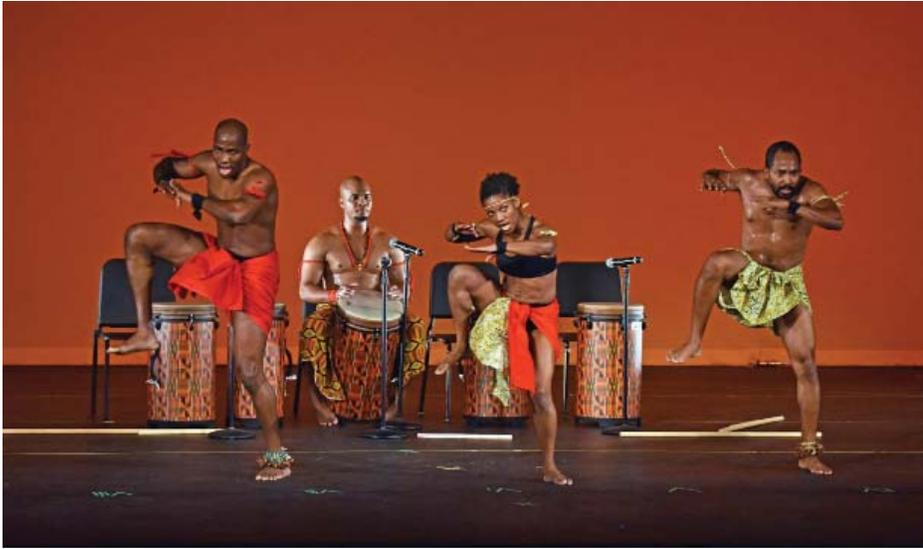


# National Bulletin

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## FRENCH AMAZONIAN CULTURE COMES TO NEW JERSEY



When French teacher Joelle Gozlan met Yannick Theolade, leader of Djokan (a dance, drum, and martial arts group) in French Guiana, she learned about Guyanese culture and the challenges of keeping the native Amazonian culture alive. Thinking it would be a great opportunity and experience for students to have the group visit our schools in Basking Ridge, NJ, a plan was made and an AATF Small Grant application submitted.

The students did a variety of fundraisers throughout the year—car washes, bake sales, sticker sales. We also received generous PTO donations from both the William Annin Middle School and Ridge High School, in addition to the AATF Small Grant.

The Djokan group spent four days at the high school and middle school. At the middle school, the group met with French classes and taught students about French Guiana and their martial arts. The students then tried some of the martial arts movements based on Amazonian animals. They did movements such as “tig” and “crabe” and realized that it was not as easy as it looked.

At the high school, the members met with all French classes, world history classes, vocational studies, and dance classes. The students learned firsthand about the culture and history of the country as well as traditional dance moves. Even students who don’t study French had heard about the visit-

ing group and stopped by the French rooms to say how excited they were to have Djokan come to their class.

After-school activities included two separate sessions of yoga for teachers and parents. Both were well-attended and well-received by all participants.

The main event of the week was a performance, led and planned by the students in the French Culture class called Ridge Co-Exists. Student groups sang, danced, played music, and did speaking performances in French, Italian, Arabic, and American Sign Language. The finale of the of the night was Djokan. The group played music, sang, and did a martial arts performance for the crowd of about 500 community members. It was truly breathtaking, and at the end of their performance, the group received an instant standing ovation.

At the end of the week, Djokan visited New York City for the first time before heading back to French Guiana.

The students and the community truly appreciated the entire event and were very receptive of the group. Without the AATF Small Grant, we would not have been able to completely fund Djokan’s journey to New Jersey. *Merci* for helping us share a little Francophonie with our community; these events are something the students and community will not forget!

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### AATF NATIONAL BULLETIN

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

# M

## ESSAGE DE LA PRÉSIDENTE

### IL EST TEMPS D'ENTENDRE LE SOS

Vers où se dirigent à la fois notre profession et notre pédagogie? Quel plan stratégique de défense de l'enseignement de la langue française peut-on mettre en place pour notre avenir, à court et à long terme? Quelle direction donner à nos programmes? Comment passionner nos élèves, les intéresser, leur faire apprécier les cultures francophones et notre langue? Ces questions n'ont de sens que s'il existe des enseignants de français pour les défendre, les poser, les mettre en place. En un mot, la pénurie des enseignants de français relève de notre survie. Avec l'appui de ses collègues de travail, déléguée régionale de l'AATF Eileen Walvoord, que nous avons nommée à la tête de la *Teacher Shortage and Recruitment Task Force* cet été, résume très bien les questions centrales qui nous préoccupent dans son article paru en septembre dans le *National Bulletin* (pages

pas toujours les mêmes problèmes. Le problème est souvent comparable à celui auquel font face les disciplines scientifiques. La question n'est pas nouvelle, sachez que depuis maintenant presque trente ans le ministère de l'éducation américain (*U.S. Department of Education*) publie une liste des pénuries par état et selon la géographie les langues étrangères se trouvent souvent en première place. Quelles que soient les disciplines et quel que soit le niveau d'enseignement, la pénurie s'avère inquiétante pour notre pays (pour un résumé de la situation, lisez l'article du *Washington Post* cité ci-dessous dans les références). Les très grandes villes se sortent mieux de l'ornière du fait qu'il y est souvent plus facile d'y trouver des enseignants de français qualifiés et certifiés. Parallèlement la notion de déserts éducatifs affecte aussi notre condition, en en faisant un cercle vicieux. La géo-



graphie détermine l'accès à l'éducation supérieure et limite les opportunités de certaines communautés, et donc ne peut qu'affecter aussi l'enseignement du français. La désertification connaissant des inégalités, il n'y a pas pénurie —soit d'enseignants, soit de postes, c'est le paradoxe—partout. Cependant, quelle que soit la situation, la pénurie d'enseignants de français dans certains endroits est d'autant plus inquiétante qu'elle sert de justification aux coupes sombres ou à l'élimination du français dans les écoles, créant un paradoxe de l'œuf et de la poule.

coup fait pour aider les étudiants à se consacrer à deux disciplines à la fois et nous surfons sur cette vague. Le rapport «Double-Majors: Influences, Identities and Impact» publié en 2013 par le *Curb Center for Art, Enterprise and Public Policy* de l'université Vanderbilt le démontre, les disciplines qui bénéficient le plus du phénomène des doubles disciplines («double majors») sont les langues étrangères. Paradoxalement, cela éloigne peut-être les étudiants de la profession d'enseignant, au profit du secteur privé et d'autres

**Encourageons les jeunes à prendre le flambeau. Transmettons-leur notre passion, celle qui nous anime, nous qui enseignons le français et les cultures francophones.**

10-11). Je vous encourage vivement à le relire, et à considérer, comme l'intime Eileen, à vous engager. «Will you commit?» demande-t-elle. Aujourd'hui, j'épauler nos collègues qui travaillent pour nous sur la question du manque d'effectifs d'enseignants de français, et je pose la même question, je tire la même alarme. Que pouvons-nous faire et que devons-nous faire?

L'AATF a mis en place la *Teacher Shortage and Recruitment Task Force* pour non seulement encourager le dialogue, élargir notre compréhension des problèmes, mais aussi afin de trouver des terrains sur lesquels nous pouvons nous engager et agir. Les problèmes sont complexes, rappelons-le.

Il faut d'abord parler de ce qui est spécifique au français aux États-Unis. La désertification de l'enseignement du français a ses particularités géographiques, et toutes les régions, toutes les zones urbaines ou tous les états n'ont

graphie détermine l'accès à l'éducation supérieure et limite les opportunités de certaines communautés, et donc ne peut qu'affecter aussi l'enseignement du français. La désertification connaissant des inégalités, il n'y a pas pénurie —soit d'enseignants, soit de postes, c'est le paradoxe—partout. Cependant, quelle que soit la situation, la pénurie d'enseignants de français dans certains endroits est d'autant plus inquiétante qu'elle sert de justification aux coupes sombres ou à l'élimination du français dans les écoles, créant un paradoxe de l'œuf et de la poule.

La pénurie des enseignants de français a également des liens à l'enseignement universitaire. Dans notre système américain décentralisé, la certification professionnelle qui est exigée dans le système public est unique à chaque état. Il est compliqué de déménager et de procéder à des équivalences. Nos programmes universitaires ont beau-

métiers. Motivons-nous assez, nous universitaires, nos étudiants à choisir notre profession? C'est une interrogation à se poser. Enfin, les collègues d'éducation américains connaissent bien des difficultés au niveau universitaire et leurs effectifs diminuent. En 2015 NPR mettait l'accent sur ces déconvenues et titrait: «Where have all the teachers gone?» C'est un fait, les processus de certification peuvent s'avérer compliqués et bureaucratiques à souhait. Un diplôme en pédagogie et en français peut prendre plus de quatre ans. C'est précisément pour cette que le modèle unique développé par l'institut UTEACH à l'Université du Texas à Austin connaît un succès particulier et redéfinit les paramètres de l'enseignement des sciences de l'éducation appliquées aux sciences (*STEM education*) à l'université, dans plus de 45 institutions américaines pilotes, intégrant la certification et l'enseignement de la pratique pédagogique avec une seule

discipline (mathématiques, sur lesquelles le modèle était basé au départ, mais aussi biologie, chimie, physique) et cela dès l'arrivée de l'étudiant ou de l'étudiante sur le campus. UTEACH est un modèle qui peut-être un jour pourrait facilement être adapté à la cause du français, si une université s'y intéressait.

Mais, Eileen Walvoord l'évoque bien dans l'article «The Future of French: Task Force Report» (*AATF National Bulletin*, septembre 2017), la question de la pénurie d'enseignants de français s'inscrit aussi dans un contexte plus général de désaffection envers la profession d'enseignant. Les jeunes s'éloignent de notre profession, ils la boudent, et collectivement, bien au delà du français, nous faisons face à une crise profonde, aux répercussions immenses. Cela n'est pas unique aux États-Unis. En septembre, Charlotte Chabas, du *Monde*, étudiait le «mal-être des enseignants en France», parlant de «malaise de la profession enseignante», de «trouble identitaire», parce que là-bas aussi la pénurie existe. En France comme aux USA les articles sur la crise qui affecte l'enseignement abondent. On y étudie les raisons du désaveu pour la profession enseignante, qui vont de la reconnaissance salariale (la perception n'est pas toujours la réalité et les salaires varient considérablement aux États-Unis) à sa dévalorisation importante dans l'opinion publique, en passant par le dédain pour la standardisation et les tests et quelquefois le manque d'autonomie dans la pratique d'enseignement en Amérique, selon les écoles ou les districts. On y explique aussi la désaffection des enseignants eux-mêmes, celles ou ceux qui quittent la profession après quelques années, soit trop stressés, animés d'un burn-out, fatigués par les longues heures, ne trouvant peut-être pas assez de sens à ce qu'ils font, ou voulant faire autre chose.

«Il est temps d'entendre le SOS», chante Grand Corps Malade dans sa chanson «Éducation Nationale», qui dénonce l'enseignement à deux vitesses en France. Or, pour nous aussi, membres de l'AATF, tous les enseignants et enseignantes de français en Amérique, «il est temps d'entendre le SOS», celui qui pourrait sonner le glas

de notre profession, de notre travail, de la cause que nous défendons. Il nous faut agir, et vite. Le rapport préliminaire de la *Teacher Shortage and Recruitment Task Force* nous y exhorte, engageons-nous! Engageons-nous pour notre profession. La revalorisation de notre métier passe aussi par nous. ACTFL l'a également compris; elle lance l'initiative *Educator Rising*. Encourageons les jeunes à prendre le flambeau. Transmettons-leur notre passion, celle qui nous anime, nous qui enseignons le français et les cultures francophones. Parlons-leur des raisons pour lesquelles nous enseignons le français. Soutenons nos jeunes profs. Nos collègues travaillent à nous présenter des outils, à nous encourager, à nous motiver et à motiver les jeunes. «Will you commit»? Trouvons les moyens de convaincre nos élèves et les jeunes que notre profession est belle et utile.



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(par ordre de citation dans le texte)

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# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

J'espère que la fin du semestre d'automne s'annonce bien pour vous et vos élèves. En profitant des nouvelles technologies et des médias sociaux, nous cherchons toujours à vous offrir davantage de possibilités de formation professionnelle, de communication et de collaboration.

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

Si vous avez besoin d'autres arguments pour convaincre le public que le français est une langue globale du 21<sup>e</sup> siècle, consultez le Wiki et l'*Advocacy Depot* ainsi que la page Facebook de la Commission de l'AATF sur la Défense du Français.

N'oubliez pas d'inscrire vos élèves au Grand Concours qui aura lieu au mois de mars [[www.frenchteachers.org/concours](http://www.frenchteachers.org/concours)]. Cette année le Concours sera administré en ligne avec une troisième année hybride où vous pouvez choisir la version électronique ou la version papier. Souvenez-vous bien que si vous voulez commander la version papier, il vous faut renouveler votre adhésion à l'AATF avant le 15 décembre, et pour y inscrire vos élèves à n'importe quel moment, veuillez bien nous laisser deux semaines pour traiter votre cotisation. Ensuite vous pouvez continuer à inscrire vos élèves jusqu'à la veille du Concours, mais seulement la version électronique. Les élèves peuvent passer le Concours sur un ordinateur, laptop, tablette ou téléphone, pourvu qu'il soit muni d'une connexion Internet.

Si vous avez déjà un chapitre de la

Société Honoraire de Français ou des Jeunes Amis du Français, utilisez la cérémonie de fin d'année et les activités pour faire parler du français dans toute l'école. Si vous n'avez pas de chapitre, formez-en un dès maintenant (page 18).

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

Recommandez des élèves pour l'*Outstanding Senior in French Award* (un élève ou étudiant par établissement par an; page 25) ou l'*Excellence in French Award* (autant d'élèves que vous voulez à n'importe quel niveau; page 28). Si possible, faites de la présentation de ces prix un événement public et médiatique.

Nous vous demandons de nous aider à identifier ceux qui enseignent le français et à les recruter pour devenir membre de l'AATF. Si vous tombez sur un nom ou une liste de noms, pensez à l'envoyer à [[recruit@frenchteachers.org](mailto:recruit@frenchteachers.org)], même si l'information est partielle. Nous vérifierons le statut de cette personne, ferons des recherches pour trouver une bonne adresse et la contacterons à plusieurs reprises. Faites du recrutement une activité de votre chapitre de l'AATF. Une heure de recherches faite par une dizaine de personnes aurait des résultats surprenant.

Pour la huitième année consécutive, nous allons organiser le *Future Leaders Fellowship Program* (page 21). Nous invitons chaque chapitre à nommer un/e candidat/e pour ce programme qui aura lieu avant le congrès de la Martinique. Les «anciens» des années précédentes sont déjà devenus responsables dans leurs chapitres, présidents de commission ou administrateurs du Grand Concours. Si vous voulez en savoir plus, contactez Janel Lafond-Paquin à [[madamep51@hotmail.com](mailto:madamep51@hotmail.com)] qui dirigera le programme en 2018. Si vous vous intéressez à participer à ce programme, contactez le/la pré-

sident/e de votre chapitre de l'AATF.

Dans les pages de ce numéro, vous trouverez des informations sur beaucoup de projets et de programmes qui bénéficient aux membres de l'AATF et à leurs élèves et étudiants: *FLES\* Poster Contest* (page 30), *Outstanding Administrator Award* (page 14), *AATF Small Grants* (page 18), *Convention Travel Award* (page 10), *Valette Legacy Award* (page 20), *Ludwig Excellence in Teaching Awards* (page 29) et la *Walter Jensen Scholarship for Study Abroad* (page 17). Profitez-en.

En faisant vos projets d'été, n'oubliez pas de venir nous rejoindre du 18 au 21 juillet en Martinique. Nous nous réunirons sur l'île aux fleurs pour la 3<sup>e</sup> fois. (1979, 2003, 2018). Nous préparons des activités et des rencontres qui vous offriront une vue unique de la Martinique que vous ne trouverez pas ailleurs. Lisez l'article d'un congressiste qui parle de l'impact de son expérience à Saint-Louis (page 10) et imaginez que les effets se multiplieront en terre francophone. L'accueil des Martiniquais, face à des professeurs francophones curieux de connaître leur histoire et leur culture, sera inoubliable. Afin de préparer un séjour utile et abordable du point de vue financier, il vous faut absolument prévoir votre voyage à l'avance. Ne tardez pas. Vous trouverez d'autres renseignements à la page 1 et sur le site de l'AATF au fur et à mesure que nous aurons confirmation des détails.

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## UPCOMING AATF CONVENTIONS

Join us as we celebrate the French-speaking world in:

- Martinique (July 18-21, 2018)
- Philadelphia (July 14-17, 2019)
- Trois-Rivières, Québec (July 14-17, 2020)

# AATF 2017 COMMISSIONS

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# 2018 AATF ANNUAL CONVENTION MARTINIQUE, JULY 18-21

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(continued from page 1)

We encourage you to read all the following information carefully and consult the convention schedule on the AATF website [[frenchteachers.org/convention/](http://frenchteachers.org/convention/)] before you make your plans. There are links at [[www.frenchteachers.org/convention/](http://www.frenchteachers.org/convention/)] to several videos which will give you more information about the various sites and excursions. Convention registration will include 4 meals, a reception, one half-day excursion, and 2 round-trip ferry tickets for travel between La-Pointe-du-Bout and Fort-de-France.

Because of the number of items included and the difficulty of monitoring access between four different hotels, all guests of AATF members and children over the age of 12 must register for the convention. The AATF will offer a payment plan for convention registration.

Martinique is a French *Département d'Outre-Mer*. The same holidays, laws, and procedures apply. The currency used is the *euro*. There is an ATM near the hotels, and major credit cards are accepted. You should not count on having reliable wifi access.

We are again pleased to offer one graduate credit for attending the convention through Webster University in Saint Louis, MO. Information will be available in the spring.

### Registration

Convention registration of \$550 will include four lunches including the opening-day Welcome Luncheon, a reception on the final evening, one half-day excursion during the convention, and a *mallette du congressiste* as well as access to all sessions and exhibits. Convention registration will be handled through the AATF store or the form at [[www.frenchteachers.org/convention/](http://www.frenchteachers.org/convention/)]. Registration must be completed by **May 15, 2018**. After that date, Late Registration of \$625 will apply.

### Payment Plan

The AATF will offer a payment plan for convention registration. A non-refundable deposit of \$150 must be paid by **December 31, 2017**. The remainder of the amount due can be paid in three equal installments

due on February 28, March 31, and May 15. Registration must be paid in full by May 15, 2018. A \$50 late fee will be assessed for any missed payment. This applies only to convention registration and excursions purchased through the AATF. Registration can be paid in full at any time before May 15, 2018, after which the Late Registration fee will apply.

Printed programs, badges, and excursion tickets will be mailed to all registrants prior to the convention.

### Travel options

We strongly encourage you to make travel and hotel plans before the end of the year to ensure availability and the best fares and rates. Airfares are currently running as low as \$900 to \$1250, depending on the area of the country. We were able to purchase tickets for AATF staff for less than \$900 each.

To arrange airport transfers (35 € each way) or to sign up for the two-day post-convention excursion to Guadeloupe, go to the Carib Congrès website [[www.aatfconvention2018.com](http://www.aatfconvention2018.com)].

Ferries leave regularly from each end of La-Pointe-du-Bout and take about 30 minutes to arrive in Fort-de-France. Taxis are plentiful in Fort-de-France and can be arranged for hotel departures.

For those who wish to rent a car, all the major car companies have offices near the hotels, and most of the hotels have special arrangements with a particular company for their guests. Cars can also be rented at the airport.

### Hotel Information

There are several hotels located at La-Pointe-du-Bout which is a tiny peninsula directly across the bay from Fort-de-France. The hotels are all located within a 15-minute walk between the two farthest hotels. We will be using the Bakoua, Bambou, Carayou, and La Pagerie hotels for lodging, meals, and sessions. There will be significant walking during the convention, and we will leave 20 minutes between sessions to allow ample time to move from one hotel to another.

Hotel rates range from 60 € to 260 € per person, depending on category

of hotel, view, and if you are sharing a room. Breakfast is included in the room rate. All hotel reservations will be handled through Carib Congrès at [[www.aatfconvention2018.com](http://www.aatfconvention2018.com)]. We urge everyone to make their hotel and air reservations before December 31.

### Communication among attendees

In order to make it easier for convention attendees to communicate with one another to locate roommates, share a hotel room en route, or learn more about what Martinique has to offer, we have created a private Facebook page (accessible only to AATF members who request to join) and Twitter feed dedicated to the Martinique convention. The Twitter feed will contain regular announcements of details related to the convention. You can sign up at [[www.twitter.com/AATF\\_Martinique](http://www.twitter.com/AATF_Martinique)]. AATF members can join the closed Facebook group [[@AATF\\_Martinique](https://www.facebook.com/AATF_Martinique)]. The Facebook group is accessible from the AATF Facebook page [[@AATFFrench](https://www.facebook.com/AATFFrench)].

### Program Highlights

#### Meals

Four lunches and a reception will be included in the convention registration. The Welcome Luncheon will be held in Fort-de-France following the opening session.

Daily buffet luncheons (non-alcoholic beverage included) will be held on Thursday, July 19, Friday, July 20, and Saturday, July 21, alternating between the hotels. A reception sponsored by Martinique will be held on Saturday evening, July 21.

#### Seminars

Pre-convention seminars will be organized by Vámonos Tours (July 15, 16, and 17). Each day can be purchased separately or in any combination of 2 days, or all 3 days.

Day 1 (Sunday, July 15): "Aimé Césaire, la Négritude et la Martinique," seminar in the morning followed by afternoon and evening dinner with neighbors, "Chez le Résident," a Martinique tradition.

Day 2 (Monday, July 16): "L'Histoire de la Martinique," followed by an excursion to Lakou Tranquil à Gros-Morne (dance, arts, traditions).

Day 3 (Tuesday, July 17): "La Culture créole: cuisine, traditions, expressions, argot franco-créole," followed by an *Atelier cuisine* with Tatïe Maryse.

Seminar costs to be confirmed.

**Pre- and post-convention all-day excursion** (available on Tuesday, July 17 or Sunday, July 22)

**Nord Plantation:** Départ de l'hôtel en bus jusqu'à Fort-de-France. Visite du Sacré-Cœur de Balata (réplique de celle de Montmartre). Traversée de la Route de la Trace jusqu'au Jardin de Balata (découverte des fleurs et plantes tropicales). Poursuite de la route à travers la forêt tropicale. Traversée du village de Morne-Rouge. Arrivée à Saint-Pierre, "Ville d'Art et d'Histoire," connue pour sa destruction lors de l'éruption de la Montagne Pelée en 1902, découverte de ses ruines. Arrêt déjeuner. Poursuite du tour vers la côte Atlantique avec visite du musée de la distillerie Saint-James. Arrêt artisanal chez Tilo. Retour à l'hôtel en autocar. Coût: \$100 par personne.

**Half-day excursions (#1-#3)** during the convention on July 19-20-21.

One excursion is included in the registration package. Additional excursions can be purchased for \$50 each.

**#1 Musée de La Pagerie & Maison de la Canne:** Au cœur du village des Trois-Îlets vous visiterez le domaine de la Pagerie, lieu de naissance en 1763 de Marie-Joseph-Rose Tascher de la Pagerie, l'impératrice Joséphine. Cette sucrerie du 18<sup>e</sup> siècle, entièrement restaurée, abritait une vaste habitation.

La Maison de la Canne retrace, sur plus de deux siècles, l'histoire de l'économie sucrière à travers l'habitation esclavagiste, puis les usines centrales. La muséographie du site relate les documents, maquettes et gravures d'époque sur trois siècles d'histoire de la canne à sucre. La visite du site permet de découvrir le fonctionnement des premières habitations esclavagistes, les procédés de fabrication du sucre et du rhum, les instruments et machines utilisés et la vie quotidienne des esclaves.

**#2 Poterie des Trois-Îlets & Savane des Esclaves:** Au fil des années, la Poterie des Trois-Îlets a développé les métiers de la terre cuite en conjuguant industrie (fabrication de briques,

tuiles, carreaux) et artisanat (poterie de terres cuites). Aujourd'hui le Village de la Poterie abrite de nombreux ouvrages anciens et des maisonnettes créoles authentiques occupées par des artisans, potiers et commerçants, ainsi que l'une des plus anciennes briqueteries en activité de France.

Poursuivrez votre visite à la Savane des Esclaves, un site qui interprète à merveille des épisodes marquants de la période esclavagiste et le mode de vie des esclaves. Les cases traditionnelles aux palissades en bois, les sols de terre battue, les toitures de feuilles de canne à sucre... Les jardins de la Savane comportent des cultures traditionnelles de fruits et légumes. Au cœur du site, une case-musée intitulée «À la Mémoire de nos ancêtres» dévoile des statues grandeur nature sculptées dans le bois d'acajou et qui illustrent différentes scènes de la vie des esclaves.

**#3 Habitation Clément:** Vous emprunterez des routes traversant l'intérieur des terres et menant par les villages ruraux de Petit-Bourg et de Saint-Esprit. Vous visiterez dans le village du François, le célèbre Domaine de l'Acajou, racheté aux enchères en 1887 par Homère Clément. C'est un site qui abrite l'Habitation Clément, réputée pour sa distillerie qui produit des rhums depuis plusieurs générations.

**Guadeloupe** (two-day post-convention excursion Sunday, July 22 and Monday, July 23)

Le package inclut le vol aller-simple + transferts, hôtel en demi-pension avec 1 déjeuner + excursion d'une demi-journée + excursion d'une journée incluant déjeuner). Coût: 475 € per person if sharing a room/575 € single  
Dimanche 22 juillet : Vol Fort-de-France-Pointe-à-Pitre; transfert à l'hôtel Karibea Gosier; déjeuner à l'hôtel; excursion demi-journée Mémorial Acte; dîner à l'hôtel

**Le Mémorial Acte** est un centre caribéen d'expressions et de mémoire dédié à l'histoire de l'esclavage, situé dans la rade de Pointe-à-Pitre. Vous y découvrirez des documents d'archives, des images, des œuvres d'art, des objets de la vie quotidienne, des témoignages visuels et sonores qui vous feront voguer d'île en île jusqu'à la période de

l'abolition. À l'issue de la visite, vous découvrirez le Fort Fleur d'Épée érigé au 18<sup>e</sup> siècle. Ce site bordé d'agaves et de flamboyants vous offrira un magnifique panorama sur les Saintes et Marie-Galante. Retour à l'hôtel en fin d'après-midi.

Lundi 23 juillet: **Excursion aux Saintes «Petite Terre» en catamaran**

Le joyau de la Guadeloupe, un paradis pour les amateurs de plages de sable blanc, d'eau cristalline et de farniente. Après environ 1h30 de navigation, nous mouillons entre Terre-de-Haut et Terre-de-Bas dans le lagon turquoise, paradis classé réserve naturelle et inscrit à l'UNESCO. Vous débarquerez sur la plage de sable blanc ombragée de cocotiers, puis vous partirez à la découverte des fonds marins (palmes, masques, tubas à disposition). Le lagon, bien protégé par le récif, présente de magnifiques formations coralliennes très riches en poissons multicolores, tortues, gorgones, oursins, coquillages et langoustes... Déjeuner à bord ou barbecue sur la plage (selon le catamaran) avec planteur et ti-punch à volonté pendant le déjeuner. Après le repas, l'équipage vous accompagnera à la découverte des sentiers pour observer les iguanes marins, les bernard-l'hermite, les crabes de terre. Détente sur la plage ou baignade dans les eaux cristallines, avant de mettre les voiles et rentrer à Saint-François vers 17h15. Dîner à l'hôtel.

Mardi 24 juillet: Départ des participants directement de la Guadeloupe pour les USA

En option en fonction des horaires de vols: Quad ou buggy pour les amateurs de paysages, de nature et d'aventure, le quad et le buggy sont deux moyens originaux pour visiter la Guadeloupe côté nature. Pas besoin d'être un pro pour conduire ces machines (quads automatiques). Quelques tours de circuits pour vous familiariser avec le quad ou buggy, et c'est parti pour 2 heures de plaisir. Chemins, champs de canne, plage, rochers surplombant la mer, la randonnée vous fera découvrir des paysages superbes et variés. Coût option: 24 € par personne.

See Carib Congrès website for complete details [www.aatfconvention2018.com].

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## SPECIAL OFFER: AATF FLYER

The AATF has produced a new flyer targeting school guidance counselors. Entitled “Help Wanted: Encourage Students to Learn French,” it outlines how studying French can provide important career advantages for students. The flyer was developed by the AATF Commission on High Schools. Limited quantities of the flyer will be offered to AATF members free of charge. Send a self-addressed stamped business-size envelope to the AATF with a note requesting the new flyer.

one first-class stamp required for 4 copies of the flyer

two first-class stamps required for 9 copies of the flyer

As usual, the flyer is available in larger quantities for the member price of \$.12 per copy or in any quantities to nonmembers at \$.20 per copy.

Mail your SASE and request to AATF Flyer, 302 N. Granite St., Marion IL 62959.

## THE SAINT LOUIS CONVENTION: LIVING THE WHOLE AATF EXPERIENCE

The 2017 AATF convention was remarkable for me. I hadn't come into it realizing how meaningful a Midwestern city could be to a French professor. Living on the Gulf Coast near Mobile, AL, New Orleans, and the outlying Cajun country, I know this is where French language, food, music, culture, and history reside *par excellence* in the U.S. Furthermore, I am married to a French-Canadian so Québec is where my compass points for seeing the French language alive and well in North America. I was very surprised that Saint Louis, viewed through Francophile eyes, delighted me.

My journey started in the sessions. Robert Moore's presentation about the "French Colonial Heritage of Saint Louis" was fascinating. Since Robert is the National Park Service Historian at the Jefferson National Expansion Memorial, I had a sneak preview (and member-only experience) of seeing the many installations that the new museum (still under construction) under the Saint Louis Gateway Arch will contain. The session felt like a private tour of French-Creole Saint Louis.

Beyond the many worthwhile sessions, and for the first time, I took advantage of some of the other convention offerings. At the AATF Awards Banquet, I was enthralled by singer, songwriter, musician, and historian Dennis Stroughmatt from French-speaking Illinois, who played great French-Creole songs, many learned from French-speaking descendants of 18<sup>th</sup>-century settlers. The music he played was touched by both Canadian and Cajun influences, and he explained so eloquently why.

I also took advantage of the delightful walking tour to the Old State Capital, the Basilica of Saint Louis, and the Gateway Arch. I appreciated that the visit was prepared and done in French by fellow AATF teacher Anne Craver.

Although I was unable to attend the pre-convention tour of the Saint Louis Museum of Art, I found it easy to take the public transportation system in Saint Louis and visit the museum on my own. I had no idea that the mu-

seum had such an extensive collection, and I enjoyed seeing not only several important pieces by renowned French artists, but also several pieces by American artists that complimented what I was learning in the convention sessions about the founding of the area. I truly enjoyed the museum's period rooms, where the entire room was decorated using the furniture and wares of the time and place. The French room was gorgeous.

Finally, I rounded out my experience by signing up for the French-colonial post-convention excursion to Sainte Genevieve, MO, and to several places across the Mississippi River in Illinois. We were a group of 18 people, and we did so much in those 24 hours. This trip layered a whole new richness to the information and slides I had seen in the convention sessions. The trip was unique, too, because I shared the experience with great colleagues in a small group setting. I didn't know anyone when I signed up on the excursion, but I met great fellow French explorers who were eager to discuss and share the experience with me. The excursions were seamless and well-coordinated, and experiencing them with people of similar interests was a highlight of the convention, and of belonging to the AATF. The food was delicious, and the B&B accommodations were delightful.

My experience at the AATF convention in Saint Louis felt complete. It was an investment of time and of money that provided an excellent value. It seemed like in a few days, I experienced a whole course on the French heritage of the area and had done it through the very best quality of experiential learning. As a teacher, I feel recharged with new knowledge that I can share with my students. As a person, I nourished my own experience as a modern-day French explorer and enthusiast.

Barbara Brousseau  
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## 2018 AATF CONVENTION TRAVEL AWARD

This award is intended to provide assistance for AATF members traveling to the 91<sup>st</sup> annual AATF Convention, July 18-21 in La-Pointe-du-Bout, Martinique.

The Executive Council has voted to allot funds to provide Travel Awards to AATF members to help defray the cost of attending the July 2018 convention in Martinique. Applicants may receive the travel grant only once every five years. Funds are available to cover a limited number of awards; priority will be given to applicants from AATF Regions VII (West Central), VIII (Southwest), and IX (Northwest). Priority will also be given to members who have never attended an AATF convention.

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

Eligibility: Candidates must have been AATF members since January 1, 2017. Chapter officers, Commission Chairs, presenters, and Leadership Fellows are ineligible for this award.

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

Applicants should submit a one-page description of the project and its documented or expected impact on the their students. Applicants should also explain their need for travel assistance.

Recipients of the award will be expected to attend all days of the convention. One half of the grant will be paid upon receipt of proof of travel arrangements and one half on arrival at the convention.

The application form can be found at [www.frenchteachers.org/convention/grant/]. Deadline: **January 15, 2018**. Notification: February 1, 2018.

# THE INTERCULTURAL CLASSROOM

Culture is not acquired through osmosis. It must be taught explicitly. The goal of Intercultural Language Teaching is to help learners transcend their singular world view through the learning of culture, leading them progressively towards intercultural competence. Culture is embedded in language as an intangible, all-pervasive, and highly-variable force. How then are we to capture it in order to teach it? World knowledge in a foreign culture corresponds to what has been meant traditionally by “teaching culture.” It encompasses the teaching of the general cultural traits and ways of life of a society, including literature, critical literacy, history, geography, institutions, and the arts. This “cultural” world knowledge is closer to culture than to language per se. The diagram below illustrates how to connect culture and

4. Model tolerance for ambiguity
5. Create an inclusive learning environment that recognizes the barriers students face in participating
6. Expect and accept difference, and appreciate differences in the relationships between teachers and learners across cultures
7. Provide feedback across cultures in a variety of ways
8. Tailor messages to audiences with different levels of linguistic ability
9. Explain unspoken assumptions of one’s own culture and discipline
10. Design assessments that recognize and validate
11. Identify risk factors for particular types of learners
12. Create opportunities for interaction among learners

of culture. There is a necessity to teach the many cultures that speak French and have French influence, using authentic resources.

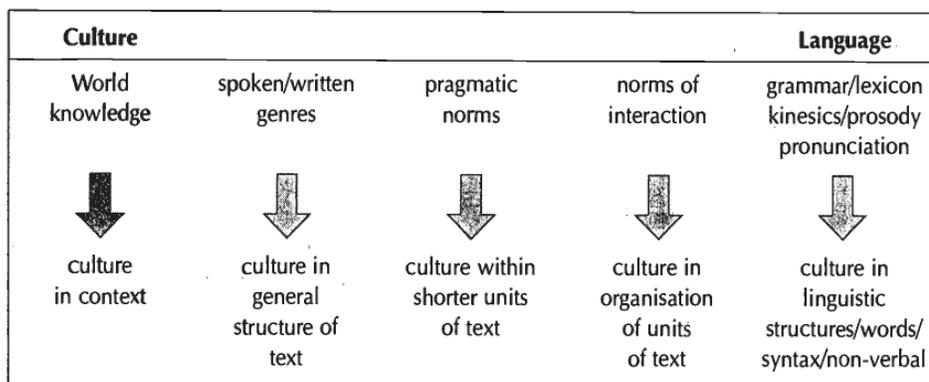
*Destination Francophonie*, launched by TV5Monde and hosted by Ivan Kabacoff, is a short, weekly program that highlights different destinations. *Destination Francophonie* has plenty of videos to choose from, with a variety of cities, countries, and continents. The videos always start with a map.

Some of the advantages of this resource include videos that are only a few minutes long and comprehensible, allowing the teacher to provide authentic input. The videos are not limited to a showcase of the Francophone world; other cities and countries are included, which helps make connections with students (either their backgrounds or places visited). Another advantage is that the videos are available directly on the TV5Monde website, allowing teachers with restricted internet access on school computers to visit the *Destination Francophonie* page directly [[www.tv5monde.com/cms/chaine-francophone/Revoir-nos-emissions/Destination-Francophonie/p-23140-Accueil.htm](http://www.tv5monde.com/cms/chaine-francophone/Revoir-nos-emissions/Destination-Francophonie/p-23140-Accueil.htm)].

When creating activities, we should always reflect on: (1) what we want our students to understand—what are the big ideas; (2) what do we want our students to know—content learning standards; (3) what do we want our students to be able to do—curricular competency learning standards (think ACTFL’s “Can Do” Statements).

In order for the videos to enhance our teaching, they need to be relevant to the topics being taught. The videos can also be shown as an additional resource or backup exposure. It is important to connect to themes and topics you teach and cover as support material.

Some sample activities for the Novice classroom may be: listen for cognates/key words, check for understanding, main idea, teach geography (places in town, cities, countries, continents, borders, bodies of water). Sample activities for the intermediate classroom include: summarize the video, either in writing or orally; research the geography



language.<sup>1</sup>

There are three encompassing intercultural components: (1) Attitudinal, the tolerance for ambiguity and openness to difference; (2) Behavioral, the ability to use culturally appropriate feedback strategies; (3) Knowledge, the knowledge of cultural differences in classroom interactions.<sup>2</sup> The skills of an intercultural competent teacher include the ability to:

1. Model and encourage perspective-taking in the classroom
2. Model and encourage non-judgmental approaches to discussing cultural, social, or other types of difference
3. Facilitate discussion among students with a variety of communication styles

13. Articulate the meaning of academic integrity clearly
14. Develop an awareness of one’s own culture and cultural identity<sup>3</sup>

As we teach our curriculum, following state guidelines and school mandates, we should strive to connect our students. As we differentiate our lessons, we should create an environment of understanding, so that students are not only learning culture being taught explicitly but reflecting to learn and understand their own inherent cultures.

The Internet is the 21<sup>st</sup>-century textbook. We have an obligation to our students to present the current world while teaching the French language. The beauty of the French course is that it encompasses so many other disciplines. Language is an expression

of the country; ask follow up questions; writing sample: “Do you want to visit this country? Why or why not?” Sample activities for the Advanced classroom include: in-depth research of the country (history, government, politics, current events); role in the *Organisation Internationale de la Francophonie (OIF)*; oral presentations “Les Nouvelles;” writing samples “If given the opportunity to travel/work here, what would you do and why; create a video of where you live; and sharing French influence. Perhaps include school and related activities.

How to choose destinations? Always reflect on relevance and ask yourself: Why am I showing this? What do I want students to understand from watching this video? Why is it necessary? In what way can I apply “5 Cs” of the National Standards (Connections, Cultures, Communication, Comparison, Communities)?

What to do next? Have students make predictions, as this is a key component for students to understand identity in their culture. This also allows students to surpass stereotypes. Have students create KWL Charts= (What do you already know? What do you want to know? What did you learn?) Have students summarize videos or work in pairs/small groups to compare and contrast information.

7 Billion Others [www.7billionothers.org/fr] is a project launched in 2003 by Yann Arthus-Bertrand, Sybille d’Orgeval, and Baptiste Rouget-Luchaire. About twenty directors filmed 6000 interviews in 84 countries. From a Brazilian fisherman to a Chinese shopkeeper, a German performer to an Afghan farmer, all answered the same questions about their fears, dreams, ordeals, hopes. What have you learned from your parents? What do you want to pass on to your children? What difficult circumstances have you been through? What does love mean to you? There are forty-five questions that help us discover what separates and what unites us. These portraits of humanity today are accessible on this website. The heart of this project, which is to show everything that unites us, links us, and differentiates us, is found during these thousands of hours of interviews.

This is one of my favorite resources to teach interconnectedness. The videos are not necessarily in French, the people interviewed answer the questions in their native language, which you have the option of hearing. When you change the website into French, you can view the subtitles to the videos in French. I have shown videos to students on mute, and they read along. There are also a variety of videos in French from Francophones around the world. I use those videos to expose my students to different French accents, particularly those heard in Africa. The topics that can be taught range from physical description, cities, countries, geography, professions, nationalities, family, age/*avoir* expressions/numbers, memories (*imparfait/passé composé*), narrating in the past, life lessons (*appris de ses parents*).

How to use it? Ask students to record participants’ answers to the various questions. Type the transcript and provide to students with gaps. Have students ask questions of the participants or make predictions about their backgrounds and lives before watching different segments. In upper-level classrooms, have students (individually, with partners, or in small groups) create their own videos answering the same questions, use the videos they create to connect with other classmates, or have students write letters to the participants.

Both Destinations Francophonie and 7 Billion Others are sites that present authentic culture to students. Not only have my students enjoyed these resources, they have learned from them as well. If you have any questions, comments, concerns, or would like more information about activities pertaining to these sites, please feel free to contact me at [alivaditis@pelhamschools.org].

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

## NOTES

<sup>1</sup> Crozet, Chantal & Anthony J. Liddicoat. “Chapter 8, The Challenge of Intercultural Language Teaching: Engaging with Culture in the Classroom,” p. 113-125. Striving for the Third Place Intercultural Competence through Language

Education; The National Languages and Literacy Institute of Australia, 1999.

<sup>2</sup> [http://www.queensu.ca/teachingandlearning/modules/globalization/28\_sec\_03\_components\_of\_ITC.html].

<sup>3</sup> Dimitrov, Dawson, Meadows, Olson, 2014 [www.queensu.ca/teachingandlearning/modules/globalization/28\_sec\_03\_components\_of\_ITC.html].

## MIDDLE SCHOOL HONOR SOCIETY

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

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

The sponsoring teacher must be a current AATF member.

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

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

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

**www.frenchteachers.org/  
hq/commissions.html**

## MEMBERS' NOTES

- This year's Florida Teacher of the Year is French teacher **Christel Callahan**.
- **Silvana Cureton** of Prattville High School (AL) is the Alabama AATF Chapter's 2017 French Teacher of the Year.
- **Isabelle Drewelow** of the University of Alabama is the 2017 Alabama Educator of Excellence, the top Post-Secondary Educator, and Alabama's Nominee for SCOLT Educator of the Year.
- **Erin Hamner**, Meadow Glen Middle School (SC), was recognized as a Teacher of Promise.
- **Catherine Mazzola** (Virginia Chapter), teacher at Appomattox Regional Governor's School for the Arts and Technology, received a \$500 grant to organize a *Congrès français* for students in central Virginia. Nearly 400 students were in attendance. See [<https://sites.google.com/site/lecongresfrancais/what-is-congres>] for more details.
- The North Carolina Chapter summer travel award went to **Stacy Nordquist** (Carnage GT Magnet School) to participate in an intensive language program at the renowned CAVILAM in Vichy, France.
- **Allison Ramey**, The Altamont School, was Alabama's 2017 Promising New Foreign Language Teacher.
- **Jennifer Reschly**, Clover High School, was recognized as South Carolina Teacher of the Year.
- **Liz Skube**, Franklin Academy Middle School in Wake Forest, NC was recognized as the North Carolina Teacher of the Year.
- The Alabama Chapter awards a *Prix d'excellence* to a member who has made outstanding contributions to the advancement of French over a significant amount of time (20+ years). This year's winner was **Samia Spencer**, professeur emerita of French at Auburn University. Samia was the chapter secretary-treasurer for over 30 years, was the Honorary Consul of France in Alabama (2003-2013), is a *Chevalier dans l'Ordre national du Mérite*, an *Officier dans l'Ordre des Palmes académiques*, and a *membre de l'Ordre des Francophones d'Amérique (Québec)*.
- **Heather Tedder** (Watauga High School, Boone, NC) was awarded *Concours Pédagogique* for her creative and dynamic unit on "Louis XIV, the King of Bling."

## CALL FOR AATF COMMISSION PROPOSALS

The AATF solicits proposals from members interested in serving, for a term 2018-2020, as a Commission Chair. Following extensive study, numerous changes have been instituted in the structure and function of the Commissions.

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

Commission Chairs must also agree to (1) maintain AATF membership; (2) prepare a report for the *National Bulletin* (at least one per three-year

term); (3) make every effort to attend the AATF convention and organize a Commission session or designate a commission member to do so; (4) propose/present at least one commission-related session at another conference; (5) include in commission activities a component to recruit new AATF members; and (6) prepare an annual report to be submitted to the Executive Council prior to the convention.

Commissions which are up for renewal for the term 2018-20120, along with their objectives, are:

**Advocacy:** to propose products, materials, or services that help and encourage French teachers to advocate for French programs, both new ones and those threatened.

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

**FLES\*:** to propose products, materials, or services that promote elementary-school French programs

and support elementary-school French teachers

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

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

**At Risk, High Needs, Minority, and Immigrant Populations:** to propose products, materials, or services that support teachers of these students

Proposals should be e-mailed to AATF President Catherine Daniélou by **December 15, 2017** [[danielou@uab.edu](mailto:danielou@uab.edu)]. Contact her also to discuss ideas for projects. Proposals are welcome from new and incumbent chairs. Incumbent chairs must submit a new proposal or request an extension on their existing proposal to continue.

## 2017 FUND FOR THE FUTURE

We would like to take this opportunity to thank all those dedicated AATF members who contributed at least \$50 to the Fund for the Future during the 2017 membership year (September 2016-July 2017).

### BRONZE BENEFACTOR

Rebecca & Jean-Paul Valette (MA)

### SPONSOR

Ruth Doyle (MO), Willy Lebihan (ME)

### PATRON

Jayne Abrate (IL), Bernard Aresu (DE), Denise Arnold (NE), Paul Creamer (PA), Helen Cummings (MA), Catherine Daniélou (AL), Claire Dehon (KS), Phyllis Dragonas (MA), Pamela Genova (OK), Stirling Haig (NC), Hannelore Jaraus (NC), Catherine Kendrigan (IL), Marie-Christine Koop (TX), Robert Lafayette (LA), Lena Lucietto (LA), Marie-Simone Pavlovich (IL), Davara Potel (OH), Jane Robert (MO), George Santoni (NY), Michele Schaal (IA), Janet Smith (TX), Philip Stewart (NC), Alice Strange (MO), Fred Toner (OH), Albert Valdman (IN), Rosalie Vermette (IN), Mary Beth Winn (NY)

### ANNIVERSARY CLUB

David Greenberg (FL), Ginette Levin (NY), Tamara Root (MN)

### SUSTAINING MEMBER

G M Adamski (VT), Barbara Anderson (MN), Theresa Antes (FL), Elizabeth Antolik (PA), Anne Armour (CT), Martha Behlow (IL), Michèle Bissière (NC), Walter Blue (MN), Dorothy Brecher (NY), Paul Bridgeford (MN), Donna Clementi (WI), Carrol Coates (NY), Susan Cox (IN), Larae Ellingson (MN), Marie Rose Gerdisch (IL), Robert Greene (MA), Kirsten Halling (OH), Marie Hayes (CT), Dolliann Hurtig (LA), Carolyn Johnson (MN), Stephen Kiley (MA), Walter Langlois (WY), Eleanor Lieberman (IL), Gladys Lipton (MD), Katharine Murphy (VA), G Buford Norman Jr (SC), Geraldine O'Neill (NY), Micheline Rice-Maximin (PA), Cynthia Running-Johnson (MI), Norma Shakun (VT), Margot Steinhart (IL), Margaret Stiassni (ME), Julien Suaudeau (PA), Ann Sunderland (MO), Jean-Jacques Thomas (NY), Marie-L Vazquez (NY), Cynthia Yoken (MA), Mel Yoken (MA)

## ADMINISTRATOR OF THE YEAR AWARD

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

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

Applications should be received at AATF National Headquarters no later than **December 1, 2017**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2018) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials electronically in .pdf format to [abrater@frenchteachers.org].

## NEW! CALENDRIER FRANCOPHONE

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



\_\_\_\_\_ Calendars x \$20 each \_\_\_\_\_ Total enclosed

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

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

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

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

**VISIT THE JNCL WEBSITE**  
[www.languagepolicy.org](http://www.languagepolicy.org)

## REGIONAL REPORTS

### REGION III: MID-ATLANTIC

#### *Grand Concours* / National French Contest

The region's total enrollment was 10,038 participants this year, and approximately 25% of participants won medals. A *Distribution des Prix* for the Philadelphia Chapter was led by AATF Past-President Mary Helen Kashuba, SSJ, with 500 people in attendance. *Félicitations à tous ceux qui ont participé!*

#### Connections and contacts

As a new Regional Representative, I reached out via email to all members in our region to highlight the various ways that the AATF can help French educators. After a period of recruitment, the Susquehanna Valley Chapter has been reestablished with Heather Dravk as president, Bonnie Paz as treasurer, and Ann Hudson as National French Contest administrator. I continue to reach out to high schools and universities to determine how to best serve the teachers in the Lehigh Valley and to reestablish the chapter. The Western Pennsylvania Chapter represented the AATF at the second annual Eurofest celebration of "All Things European" at the University of Pittsburgh, sponsored by the European Union Center for Excellence, which included a video trivia quiz, selfies with French props, and a drawing for a light-up Ravensburger 3-D puzzle of the Eiffel Tower.

#### Relationship with local organizations

The chapters of Region III continue to be active in their state language organizations. Many of the region's members presented at and attended their local world language organization's conference, and the AATF was well-represented by these members.

Respectfully submitted,  
Katy Wheelock  
Region III Representative  
[katywheelock@yahoo.com]

### REGION IV: SOUTHEAST

#### *Le Grand Concours*

Region IV ranked 3<sup>rd</sup> in registration enrollment, with over 13,000 partici-

pating students, and with each of the region's chapters enrolling students. Congratulations to the Georgia and Florida Chapters who ranked 7<sup>th</sup> and 9<sup>th</sup>. Florida also ranked 7<sup>th</sup> in FLES participation.

#### Professional development opportunities

The Alabama AATF Chapter held its annual meeting at the Alabama World Language Association Meeting in Auburn. Bernard Cerquiglini of TV5's "Merci, Professeur" presented "A Joint History of the English and French Languages." Many members presented sessions including: Margaret Bond, University of Alabama, Birmingham; Sandrine Hope and Metka Zupancic, University of Alabama, Tuscaloosa; Barbara Brousseau, University of Mobile; Heather West, Samford University, and Whitney Painter, The Randolph School. Thomas Tugulescu, the *Attaché culturel adjoint* at the French Consulate in Atlanta also spoke. Florida teachers Julia Ullmann and Sheri Queen presented workshops on French language and culture during the annual Florida Foreign Language Association Conference. In addition, the Florida Chapter hosted *Séjour sans souci* immersion and a swap shop workshop during the *Congrès de la culture française* competition. Georgia and South Carolina also hosted their annual fall meetings where round table discussions about travel and volunteerism, celebrating cultural differences in the classroom, ideas for oral production, and the international seal diploma were held.

#### Activities offered for students

There were immersion weekends in Alabama and Georgia and student competitions in Florida, sponsored by the AATF. The Georgia Chapter collaborated with *Francophonie Atlanta* to offer activities and trainings for students. At Bob Jones University (SC), Chapter Vice-President Jeremy Patterson helped establish foreign language residence halls.

#### Collaboration with local organizations

In Alabama, the AATF has partnered

with Samford University to sponsor a *Tournées* film festival during National French Week. South Carolina collaborated with USC Upstate on their international conference "100 Years after WWI Symposium: Local to Global Impact of an International War." They also collaborated with CinéCola French and Francophone film festival.

Former French teacher Michel Couet received the South Carolina "Friend of World Languages Award." Ruta Couet, who just retired from the South Carolina Department of Education, received the "Lifetime Achievement Award."

Respectfully submitted,  
Deanna Scheffer,  
Region IV Representative  
[deannascheffer@gmail.com]

### NEW ITEMS AVAILABLE FOR SHF AND JAF

The *Société Honoraire de Français* (SHF) and the *Jeunes Amis du Français* (JAF) are happy to announce a number of new items available for order.

We now have an SHF banner available. It is 2 x 4 feet in size, red vinyl with grommets for hanging, and "Société Honoraire de Français" with the AATF and SHF logos on it.

Navy blue holders with an embossed gold logo can be used to hold student certificates.

Graduation stoles in blue satin with SHF and a fleur-de-lys in gold are also available for graduating seniors.

Smaller items like pens, pencils, and invitations have also been produced.

For JAF inductees, we now have pencils available. A JAF T-shirt and a new SHF T-shirt are in the works.

For photos, pricing, and ordering information, go to the SHF web page at [www.frenchteachers.org/shf/] or consult the AATF Store.

## LE CHEMIN VERS QUÉBEC AVEC WEBSTER AU VOLANT

Music is a powerful tool used by teachers of French to connect learners with language and culture. This article describes the visit of the well-known *séné-qubécois* artist Webster to the Pittsburgh area.

I first met Webster (real name Aly Ndiaye) during a workshop in Washington, DC in 2011. I learned to respect the art and difficulty of creating rap when he asked workshop participants to create and perform their own composition. He was very kind as our groups of women *d'un certain âge* good-naturedly gave our best imitations of Queen Latifah. As a result of that workshop, my French teacher colleagues and I invited Webster to give a concert at our school (Franklin Regional Senior High School, Murrysville, PA). All French teachers in the Pittsburgh area were invited, and we were pleased to welcome about 500 students to that concert.

In the spring of 2016, Webster contacted me and asked if I was interested in another concert. I was! My current setting is Shady Side Academy, an independent school in Pittsburgh. Beginning in the early 1960s, Shady Side Academy has had a sustained and whole-hearted commitment to racial equality and social justice. Our staff regularly engages in discussion and reflection upon how to create a learning environment in which all students feel honored and respected. Nearly 30% of the senior school student population is of color.

I decided this time to make the most of Webster's multiple gifts as musician, poet, and historian. With generous funding from Shady Side Academy, the Western Pennsylvania AATF Chapter, and an AATF Small Grant, we were able to arrange a three-day event.

The first day, a Thursday, Webster performed his magic in concert. The event was free to all students in the Pittsburgh area whose teachers are current AATF members. Non-AATF members were charged a flat fee of \$55, which included a "free" membership to the AATF. About 300 wildly

enthusiastic students attended; their teachers had a play list in advance and had taught the song lyrics to their students.

On Friday, Webster spent the entire day meeting with our French students in class. These small-group meetings were



particularly enriching, as they included our fifteen French exchange students, who were on campus for two weeks. It was during these classes that I observed students opening up, asking questions, reflecting, and discussing important issues.

Webster also performed a fifteen-minute segment during an all-school assembly on Friday. There is no language barrier in music, and our entire student body was on its feet clapping and cheering as Webster rapped on stage and then moved throughout the audience. Very attuned to his listeners, he gave a brief but powerful positive message of respect, hard work, and determination.

Saturday, the Pittsburgh AATF Chapter and the Center for Western European Studies at the University of Pittsburgh hosted Webster for a teacher workshop. More than 30 French teachers from the area participated in his hands-on, thoroughly engaging tutorial on creating and teaching poetry in French.

As a performer and as a person, Webster is not only an incredibly talented musician but very sensitive to the young

people with whom he works. Every student was important to him. He lunched with kids in the cafeteria, making each one feel important. He stayed after school to meet with a small group interested in his poetry. His welcoming, open personality invited interactions with students at a variety of levels and especially, at their level.

*Meeting Webster was an amazing experience. His music flowed well and had deep meaning behind it. I was really able to connect with him and understand his struggle, being a part of a minority in a certain community myself, I could really relate to what he was expressing through his music...*  
(Chayla Edwards, sophomore)

Ultimately, the goal was for all students (Anglophone and Francophone) who interacted with Webster to come away asking questions: "Do I treat everyone with respect, regardless of color?" For the students of French, "How does knowing French give me access to experiences I would not otherwise have? How do the lyrics of Webster's song enrich me and help me grow as a person and as a citizen of the world?"

As a follow up to Webster's visit, I applied for and received a grant from my school to participate in a two-week intensive program for French teachers at the *Université Laval* in Québec City. That program opened up an entirely new set of experiences, all of which I will use to enhance my students' learning. As Québec City is Webster's hometown, we were able to meet for a cup of tea on campus. I am eager to explore further areas of research in *Québécois* studies.

I am deeply grateful to the AATF, both national and my local chapter, for providing the funding necessary to bring Webster to the students and teachers of French of Western Pennsylvania. I encourage all of my colleagues to check out Webster's website [[www.websterls.com](http://www.websterls.com)], contact him for information, and discover how your students can be as inspired as ours.

Carol Schneider  
Shady Side Academy (PA)  
[[cschneider@shadysideacademy.org](mailto:cschneider@shadysideacademy.org)]

## CHAPTER NEWS

The **Central Pennsylvania Chapter**, for the 4<sup>th</sup> year in a row, held a film event for area high school students at Bloomsburg University. With a focus on the film *Astérix et le domaine des dieux*, the event began with an introduction to the Gauls, Julius Caesar, and French history. Following the film and lunch, professors Yahya Laayouni and Theodore Kendris, and Bloomsburg University French majors guided the students in exercises that practiced speaking, writing, vocabulary, and grammar relating to the film.

The **Delaware Chapter** held a *Journée de la Francophonie* at the University of Delaware with 496 high school students in attendance, as well as approximately 15 French students from *Lycée François I Fontainebleau*, and 80 University of Delaware (UD) students. During this day-long event, made possible with AATF Small Grants at the chapter and national level, students, teachers, and visitors conversed in French, danced, and learned about Francophone cultures. To facilitate this interaction, UD students prepared poster presentations of various Francophone regions. As the high school students visited each region and conversed with UD students, the UD hosts stamped the visitors' "passports," which were then entered in a drawing for French-themed prizes.

**Northern Virginia/DC Chapter** teacher Katy Wheelock received an AATF Small Grant for an event called Passport to French, to be held at Wakefield High School, Arlington Public Schools. Katy Wheelock and Susan Haley's *Société Honoraire de Français* will lead various workshops and activities for their feeder middle school French programs as a tool to help with recruitment.

The **Philadelphia Chapter** held a variety of events for their membership. During their fall workshop, Kathryn Kleppinger, professor at The George Washington University, was invited for a presentation entitled "Comment comprendre et enseigner le terrorisme en France," and in the spring, Julien Suaudeau, Bryn Mawr College, author,

and journalist, held a French presidential election workshop, "Tous aux urnes!" A winter movie night at the Bryn Mawr Film Institute included 66 participants from neighboring schools and community.

The **Susquehanna Valley Chapter**, was reactivated in April 2017 with its first meeting at Messiah College, following a Pennsylvania Modern Language Association workshop. A celebratory end-of-academic-year social *soirée* also took place in June.

The **Virginia Chapter** offered one free pass and three \$70 grants to members to defray entrance fees to attend the three-day *Festival du cinéma français*, held in Richmond and which brings in international Francophone films, actors, and directors. Additionally, the chapter sponsored a *Tournée du réalisateur Hugo Chesnard*, and invited Mr. Chesnard himself, who visited Randolph-Macon College, Randolph College, and Virginia Tech. Mr. Chesnard also presented two short films, *L'hiver est proche*, *La France qui se lève tôt*, following the annual chapter luncheon. His short films have already received numerous awards at movie festivals worldwide.

The **Western Pennsylvania Chapter** furnished three grants for guest speakers at three French immersion Saturdays for teachers in conjunction with the European Union Center of Excellence at the University of Pittsburgh, under the direction of Bonnie Adair-Hauck. A generous classroom *bourse* (matched by an AATF Small Grant) was provided to a teacher who hosted the Senegalese-Québécois rapper Webster, who gave a concert at her school.

**BE SURE TO VISIT THE  
JNCL WEBSITE  
[www.languagepolicy.org](http://www.languagepolicy.org)**

## WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One \$2000 scholarship per year is given to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2018-2019.

### Eligibility Requirements

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

### Scholarship

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

### Application Form

Applications must be submitted online. For instructions, go to [<http://www.frenchteachers.org/hq/summerscholarships.htm>]. Letters of recommendation should be e-mailed to [[scholarships@frenchteachers.org](mailto:scholarships@frenchteachers.org)] with applicant's name, Jensen Scholarship, 2018 in the subject line. The deadline for receipt of applications is **March 15, 2018**.

## AATF SMALL GRANTS

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

Application must be submitted on-line by **March 1, 2018**. For instructions, go to [www.frenchteachers.org/hq/awardsandgrants.htm]. A brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be matched from chapter treasury, if applicable, are required. Chapter support must be attested to by the Chapter Secretary-Treasurer via e-mail to [small.grants@frenchteachers.org]. Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process as soon as you read this by alerting your Chapter officers to your upcoming request.

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

Members at all levels of instruction may apply.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2018 are encouraged.

## HORS CLASSE: FRENCH CLUB IN DECEMBER— C'EST LA FÊTE!

In December, our French Club usually meets three times. At the first meeting, the students make *santons* out of Sculpey clay. The meeting begins with a quick lesson on *santons*, using a YouTube video called "Fabrication des santons de Provence." The students then are given Sculpey clay and get to work. First, they make a *santon* that looks like them, which I keep along with all my other *santons* from students over the years. Then, they may make as many *santons* as they want. They have the option to bring them home to bake them, or I offer to do it for them and bring the *santons* back to them at the next meeting.

Our French Club always watches a movie at our second meeting of the month. In years past, we have watched *Joyeux Noël* or *Père Noël*. This is also the meeting where members of our chapter of the *Société Honoraire de Français* sign the *Bonne Année* cards they designed to be given to administrators and other French teachers.

At the third meeting, we hold a *Bûche-Off*. Students prepare a *bûche de Noël* at home and bring it in before school. The first year there were only 6 entries; however, the next year there were 13. So don't despair if it is not a runaway hit the first year you do it. During the meeting, students are given a ballot and are asked to choose the three most beautiful *bûches* from all the entries. The ballots are then tallied: 3 points for a first-place vote, 2 points for a second-place vote, and 1 point for a third-place vote. The top three winners receive a small trophy. The *bûches* are then quickly disposed of by the students before they go home. Since final exams usually begin the next day, the students tend to be in a hurry to leave. Though for most students this is done without a grade, students in French 3 and French 4 have been able to use it as one of four culture-related projects they must complete during the year. In order for it to count as one of their culture-related projects, they must use an authentic recipe in French (we usually steer them toward [www.marmiton.org]), share the food with friends or

family, and write two paragraphs in French about the process and their friends' and families' reactions to it. To grade this, we use our department's Interpretive Reading and Presentational Writing rubrics. Students also have a second opportunity to compete on Mardi Gras with our King Cake-Off. The premise is the same; however, students wanting to do it for their project in French 3 or 4 must make a *galette des rois*, even if it is technically the wrong holiday for it, instead of a Louisiana-style King Cake.

Justin Frieman Charles  
Round Lake High School (IL)  
[justinfrieman@yahoo.com]

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## 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; e-mail: [shf@frenchteachers.org]. or from the AATF Web site at [www.frenchteachers.org/shf].

## DIY IMMERSION NIGHT: *DEUX PERSPECTIVES*

### Perspective 1: Erin Gibbons

Whether you teach in an area of the country that has easy, affordable access to an immersion opportunity or not, the DIY Immersion Night, or *Soirée d'immersion*, has the potential to become a touchstone event for your French program.

I certainly wasn't the first to have the idea. Living in the Chicago area, I had participated in a weekend immersion camp (*Aventure Française*), I have had several students participate in Concordia Language Villages over the summer, and my local AATF chapter holds an Immersion Day every year. There was really no shortage of opportunities, but most of my students hadn't yet bought into the idea of extended immersion, and I had trouble registering them for events away from school. So, I brought the experience to them.

The concept was this: students from a variety of levels would stay after school on a Friday evening until about 10 p.m. From there, I had only to sign them up and create a schedule of events. The first year, I did all the planning, registration, hosting, and entertaining myself, with one additional chaperone

new. I scheduled the cooking and eating, borrowed a favorite activity from *Aventure Française (le parcours de confiance)*, gathered board games, chose a familiar movie with a French audio track, made some song sheets, found an easy little folk dance, and pulled out an old TPRS file.

Magic happened. Those cheesy activities (and the cheesy *croque-monsieurs*) worked wonders for my program. It was a truly joyful event, and everyone left having enjoyed an evening of total immersion. It became "the thing" to look forward to every year, and the immeasurable, but essential enthusiasm for speaking French in class increased visibly. One of my favorite moments occurred when the evening was drawing to a close and the students were watching a movie while I made my notes of what to improve for the following year. The principal came in to check on us, but I was in an adjoining room and he couldn't see me. When he finally realized where I was, he told me it took him at least 5 minutes to figure out where I was because my students would not speak English to him. (He also understood this as a good sign, to his credit.)

### Perspective 2: Stephanie Hill

I am never one to shy away from a new idea, especially if it means providing my French students with authentic audiences and a unique experience. After seeing the success that Erin and my friend and former colleague Andrea Behn found through their immersion nights, I was eager to try it in my own district. Now, any sane person would use Erin and Elaine's comprehensive website to create an evening very similar to theirs. It was immensely successful, and the website had everything we needed and more. My cross-district colleague (and partner in crime) Patty Hodges and I had an even crazier idea...why not combine our two schools, invite 70 kids instead of 25, stretch the duration to seven hours, and make it a crosstown French spectacular? *Bien sûr!*

With Erin and Elaine's format as our guide, we spent six months planning and plotting an evening that included a traditional three course dinner, fencing, replicating Monet artwork, yoga, a blindfolded trust walk, trivia competition, *pétanque*, henna designs, learning French dances, etc. Since there were

***La Soirée d'Immersion has given my students the confidence to take risks, to be vulnerable, and to trust others.***

on hand for the evening itself. The planning, start to finish, was done in about three weeks. Neither of those time-management techniques is recommended, but I mention them simply to note that it's possible to do a lot with a little!

Not having any French Club funds, I collected a \$5 fee from each student, which allowed me to buy groceries. I talked to our foods teacher about borrowing her classroom, got the green light from my administration, and sent a courtesy note to the custodian. For the first year, not knowing if I had additional chaperones, I capped the group at 25 students, reserving 10 spots for French III or above so I wouldn't end up with 25 novices blinking at each other.

For activities, I didn't create anything

I ran the evening once a year from 2011 to 2014 when I changed districts. I am looking forward to starting up the event at my new school soon. With the help of my friend and colleague Elaine Diveley, who quickly caught on to the idea, we developed a presentation for our state language conference and a website to spread this idea to other teachers. All our tips, multimedia, and materials can be found at [sites.google.com/site/diyimmersionnight].

I know that Elaine and several other teachers in my area have developed this idea in a way that works for them, sometimes making use of AATF Small Grants to reduce the financial commitment. It even reached across the country to Montana Stephanie Hill, a fellow St. Norbert alum.

four teachers from two high schools attempting to collaborate, the extra time helped us work out all the details. As the first French immersion night experience (that we knew of) in the state, we wanted to make sure that it was done right and done well. As Erin mentioned, most of the activities that we incorporated that first year were ones that we had done before in class or had deep in our classroom closets. Things were borrowed, favors cashed in, and our student aides worked double time to help us create our "immersion night on steroids."

At first the students were hesitant about the idea. They are, after all, teenagers, and change is scary. They asked the typical questions, "Madame, is it in French the WHOLE TIME?" and "But Madame, what if (insert scary

scenarios like fire/dismemberment/zombie attacks) happens? THEN can I speak in English?" Yes to the first, and only if the zombies attack during craft time. We found out quickly how to make their curiosity work in our favor. Trust me, teenagers will eat up any activity that you (1) present enthusiastically every single day for two months, (2) keep vague and mysterious so they have to attend to find out what all the hubbub was about, and (3) have a limited number of spots. We filled all 70 spots within the first week.

At its roots, *La Soirée d'Immersion* was very similar to Elaine and Erin's original format. However, we did add some new twists. We created silly T-shirts that we sold at cost for participants, used a professional photographer (my wedding photographer agreed to photograph the kids instead of taking my engagement photos), designed a photo booth and used clever hashtags, and we invited French teachers from our middle school, our alumni, and our French-speaking friends to serve as chaperones. To help keep our students in French, we turned the evening into a competition that also reinforced positive behavior and "extreme Frenchiness." The last 15 minutes of *La Soirée d'Immersion* is an award ceremony complete with golden *baguettes* and our infamous traveling mustache trophy.

We are now entering our third year of *La Soirée d'Immersion*, and I'm looking forward to it becoming easier and easier every year. I begin each school year letting students know the event date so calendars are marked and bosses are alerted. To miss *La Soirée d'Immersion*, as one student put it, means "missing THE Frenchiest event of the season."

One mistake I made was underestimating its impact on my program. This was not just another opportunity for my students to practice speaking, listening, and reading French. It was not just to showcase the strength of our programs to my administration and community. And it wasn't just to have a lot of fun during a snowy Montana winter evening. *La Soirée d'Immersion* has given my students the confidence to take risks, to be vulnerable, and to trust others. It showed them the power of language and its ability to form im-

mediate connections with others, even if you might not know their names or follow their Instagram. My students learned how to be kind and patient, and above all else, be aware of other's needs before their own. These seven hours have become a signature event of my program, but it has also become an important event in students' development as global citizens.

My advice? Find a friend or two willing (or crazy) enough to join you in your planning, take your time, and have a lot of fun. Believe me when I say that Erin and Elaine's website truly takes all the guesswork out of it. If you'd

like to see photos from my events, feel free and check out my website [<http://ghsfrenchprogram.weebly.com/la-soi-reacuttee-dimmersion.html>] or if you'd like access to our shared immersion documents, my email address is [[hills@sd5.k12.mt.us](mailto:hills@sd5.k12.mt.us)]. *Bon courage* and happy planning!

Erin Gibbons  
Barrington High School (IL)  
[[ekgibbons@barrington220.org](mailto:ekgibbons@barrington220.org)]

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

## REBECCA AND JEAN-PAUL VALETTE AATF LEGACY AWARD

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

### Requirements

The candidate chosen

- must have been teaching at the middle school or high school level in a public or private school for at least five years;
- must have been an AATF member for at least three consecutive years;
- must demonstrate significant and steady growth in enrollment in his or her French program over the last 3-5 years;
- must submit a (1) current CV; (2) a statement describing his or her personal philosophy on teaching

French (500-800 words); and (3) a description of the recruitment and retention strategies used with supporting documentation.

- (4) must submit enrollment figures over the previous 3-5 years and should include comparative figures for other languages and/or other schools in the district or comparable schools;
- (5) must include two letters of support: a recommendation from an administrator addressing the growth in enrollment and the candidate's achievements and a letter from a colleague highlighting the candidate's achievements.

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

The application should be submitted in pdf format as one document. E-mail this document to [[abrate@frenchteachers.org](mailto:abrate@frenchteachers.org)] no later than **March 1, 2018**. Letters of support may be e-mailed directly to [[abrate@frenchteachers.org](mailto:abrate@frenchteachers.org)] with the applicant's name and AATF Legacy Award in the subject line.

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

We look forward to receiving many applications.

## THE AATF ANNOUNCES FUTURE LEADERS FELLOWSHIP PROGRAM

When: July 17, 2018

Where: Hôtel Bakoua, Martinique

Proposed Schedule:

July 16 or earlier: Arrival in Martinique, Welcome Get Together with Executive Council

July 17: Breakfast/Lunch/Leadership Sessions, Working Dinner

July 18: Introduction of Fellows at Opening Session of the Convention.

July 18-21: Fellows attend entire Convention.

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

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

Each candidate should address the following topics: (1) Describe your past and current involvement with the

AATF; (2) Describe the ways in which you would like to provide leadership within your AATF Chapter or at the national level; and (3) Describe why your participation in this program would be valuable to you and to your AATF Chapter.

**Time Line:**

December 15, 2017: Deadline for fellows Applications  
Announcement of fellows selected as applications are approved

**Requirements for Applicants:**

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

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

## REFLECTIONS OF A FUTURE LEADER

When my chapter president asked if I were interested in applying for the Future Leaders Fellowship Program, I was hesitant. I wondered if that meant she was going to ask me to take on more responsibility or even take over as president one day. As a relatively new teacher, I wasn't convinced that I had the leadership qualities or experience that our organization is looking for. However, after a few days in Saint Louis, under the guidance of Janel Lafond-Paquin, and a great cohort of other future leaders, I can confidently say that my opinions have changed. I am excited about the opportunities the AATF offers and am looking forward to taking a more active role in my chapter.

I initially joined the AATF because my colleague told me about the *Grand Concours*, and as a new teacher, I was looking for a space where I could learn from more experienced colleagues. I joined the committee for National French Week a few years ago, and have since become the secretary of our chapter. I admire the work of the individuals on our board and have enjoyed meeting other teachers at our events.

Participating in the Future Leaders training taught me so much about the AATF and introduced me to a network of other members all working to promote French and Francophone cultures in their classrooms and communities. We spent two days looking at the guidelines that lead us, meeting the executive council and administrative personnel that make everything happen, and sharing both our successes and challenges at the local and regional levels. I felt comforted in knowing that I am not alone and that I have a strong and supportive group of engaged and talented members that would be willing to offer advice or a helping hand. I can't wait to see all of my new friends in Martinique and am looking forward to meeting the next cohort of future leaders.

Ashley Wodzinski  
Western New York AATF Chapter  
Williamsville Central School District  
(NY)  
[ashwodzinski@gmail.com]

### NEW! TROUSSE SCOLAIRE

The AATF has produced this pencil case containing ruler, pen, pencil, eraser, and pencil sharpener imprinted with messages in French. Use them for prizes or fundraisers



\_\_\_\_\_ trouses x \$4 each  
(\$2.50 each for 10 or more)

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

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

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

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

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

## AATF WEBINARS 2017-2018

The Connecticut AATF Chapter is once again offering a series of free webinars to all AATF members. Each webinar is limited to 50 participants who are current AATF members. Sessions are 45-60 minutes long and conducted mostly in English. At the conclusion of the webinar, the recorded session will be posted online for future reference. To register, click the link in the webinar description (found on the website at [https://sites.google.com/er9.org/aatfctwebinars/home]) and complete all fields. A confirmation email will be sent to you with instructions on how to use the webinar website, Join.Me.

Please email question to Édouard Smith [edsmith@er9.org].

### Upcoming Dates and Topics

- Techy Tips for a more efficient classroom  
Date/Time: Thursday - November 9 @ 6:00 pm (ET) / 3:00 pm (PT)  
Registration Deadline: Tuesday, November 7
- Nearpod: Engage and assess your students in real-time  
Date/Time: Thursday - December 7 @ 6:00 pm (ET) / 3:00 pm (PT)  
Registration Deadline: Tuesday, December 5
- Curricular Design for teaching two levels in the same room  
Date/Time: Thursday - January 11 @ 6:00 pm (ET) / 3:00 pm (PT)  
Registration Deadline: Tuesday, January 9
- Make your own digital textbook and printable workbook  
Date/Time: Thursday - February 15 @ 6:00 pm (ET) / 3:00 pm (PT)  
Registration Deadline: Tuesday, February 13
- Create Dynamic Rubrics using Google Sheets & Classroom  
Date/Time: Thursday - March 8 @ 6:00 pm (ET) / 3:00 pm (PT)  
Registration Deadline: Tuesday, March 6
- Google Forms: Part 1 - Collect

data, create quizzes and track student progress

Date/Time: Thursday - April 5 @ 6:00 pm (ET) / 3:00 pm (PT)

Registration Deadline: Tuesday, April 3

- Google Forms: Part 2 - Use the Google Sheets addon 'Autocrat' to create and share reports

Date/Time: Thursday - May 10 @ 6:00 pm (ET) / 3:00 pm (PT)

Registration Deadline: Tuesday, May 8

Please see the website for resources related to past webinar topics. *Un grand merci au chapitre du Connecticut* for offering these!

## 2018 SUMMER SCHOLARSHIPS FOR HIGH SCHOOL AND COLLEGE STUDENTS

The American Society of the French Academic Palms (ASFAP), composed of members who have been awarded the Academic Palms by the French Ministry of Education, will bestow two student scholarships to be used for a four-week (minimum) study program in a French-speaking country during summer 2018. Each scholarship of \$4000 may be used to cover travel and program costs in a French program that the recipient selects. The deadline for completed applications to be received is **January 15, 2018**.

To qualify, the student must be a junior or senior enrolled in an advanced-level high school French program or a sophomore or junior with a French major (preferred) or minor at a post-secondary institution. Since the application must be endorsed by a member of ASFAP before its submission, teachers and applicants who need a reference should request this information early. Applications and information about obtaining an endorsement by a member of ASFAP will be sent electronically upon request. Please contact ASFAP Scholarship Chair Janel Lafond-Paquin at [madamep51@hotmail.com] for further information or questions.

AATF Twitter / Facebook @ AATFFrench

## WHAT'S NEW IN THE FRENCH REVIEW?

Vol. 91, No. 2 (December 2017)

- "The Study of Seventeenth-Century French Literature in North America" (Racévskis et al.)
- "Writing in Reverse: Archiving the Future in Mercier's *L'an 2440*" (Rutler)
- "The Poetics of the Hand in *Le rouge et le noir*" (Rangarajan)
- "La fille du train: *La vagabonde* et *Notes de tournées* de Colette" (Boutin)
- "Spiralist Testifying in Jean-Claude Fignolé's *Aube tranquille*: Reading the Victim-Perpetrator Dialectic in Haitian Literature" (Gottin)
- "The Textual Ceremony: Writing Against Trauma in Calixthe Beyala's *La petite fille du réverbère*" (Everett and Dee)
- "Under the Aegis of Saint Anne: Faith and Home in Bernard Émond's *La neuvaine*" (Roberts)
- "Quand le silence a son mot à dire: révolution silencieuse dans *L'armée du salut réalisé* par Abdellah Taïa (Hebouche)
- "Transsexuality and the Production of French Universalism: René Gaveau's *Adam est... Ève* (1954)" (Reeser)
- "*Québécois* French: Testing the Limits of Monocentricity" (Dawley)
- "Intégrer les variétés de français de l'espace francophone dans l'enseignement/apprentissage du FLE" (Jeanmaire)
- "Toward an Understanding of Spoken French and Linguistic Register: Pedagogical Recommendations" (Katz Bourns)
- "Un entretien avec Cheikh Hamidou Kane" (Térèse De Raedt et Fofana)

AATF ONLINE STORE  
[www.frenchteachers.org](http://www.frenchteachers.org)

## NOMINATIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region II (New York & New Jersey), Region IV (Southeast—Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina), and Region IX (Northwest—Colorado-Wyoming, Idaho, Montana, North Dakota, Oregon, South Dakota, Washington/Alaska) for a three-year term, 2019-2021. Nominees must be members in good standing of the AATF and reside within the region that will be electing a representative.

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

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee at [rnnominations@frenchteachers.org] by **March 1, 2018**.

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

## AATF EXEMPLARY FRENCH PROGRAM

Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF Web site? Then you may be a candidate for the new Exemplary French Program sponsored by the AATF. Read the indicators and apply on the official form by **February 15, 2018**.

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

## AATF SEEKING NOMINATIONS FOR VICE-PRESIDENT

The Nominating Committee is asking all AATF members to submit nominations for the position of AATF Vice-President for the term 2019-2021. According to the constitution, the duties of AATF Vice-Presidents are as follows: "The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council." Further explanations have been developed as follow:

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

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

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

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

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

To submit an annual written progress report to the President.

Nominees for the position of Vice-President should have made significant contributions to the AATF on the

chapter level as well as in their region or even on the national level and should possess leadership qualities.

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

Keeping these terms and qualifications in mind, we ask that all of you consider possible candidates for this position. In addition, we ask chapter presidents and other colleagues to submit nominations. The term of office will begin on January 1, 2019 and run for three years, renewable for another three years.

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

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send their CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, March 1, 2018. The CV should stress the work of the person with AATF as well as other language related organizations. It shall be limited to no more than five (5) pages in length.

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

Send your nominations and address any questions to the Committee Chair at [vpnominations@frenchteachers.org] no later than **March 1, 2018**.

## 2018 AATF ANNUAL CONVENTION MARTINIQUE, JULY 18-21

# SPARK THEIR LEARNING! USING ADOBE SPARK IN THE WORLD LANGUAGE CLASSROOM

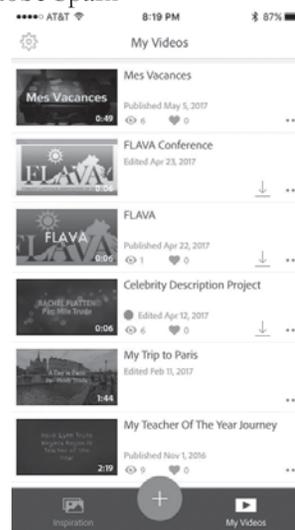
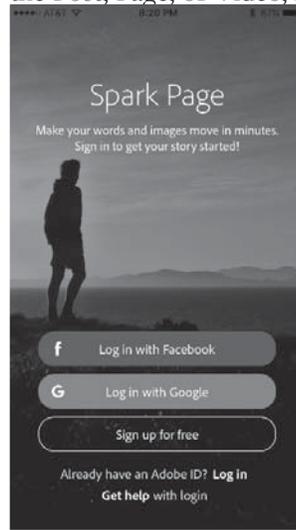
Adobe Spark is a free, web-based tool that allows for the creation of graphics, stories, and videos in a matter of minutes. Within Adobe Spark, there are three options for users: Spark Post, Spark Pages, or Spark Video.

- In Adobe Spark Post, users can create social graphics.
- In Adobe Spark Pages, users can create scrolling web stories.
- With Adobe Spark Video, users can create animated videos that incorporate images, music, text, and narration.

Adobe Spark is cloud-based and can also be accessed on mobile devices by downloading the mobile apps (only available IOS at this time).

Adobe Spark is intuitive to use. To begin, users need to create an account (I recommend logging in with your Google account. This makes it very easy for students as well.) After logging in, users are able to select which project to start—Post, Pages, or Video. From there, users can follow the design templates provided in Spark or select to start from a blank template. Either way, Spark provides guidance and suggestions along the way. In addition, students can choose copyright-free im-

ages, or they may use their own images. Once the user has finished creating the Post, Page, or Video, Adobe Spark



creates a link that can be published or shared.

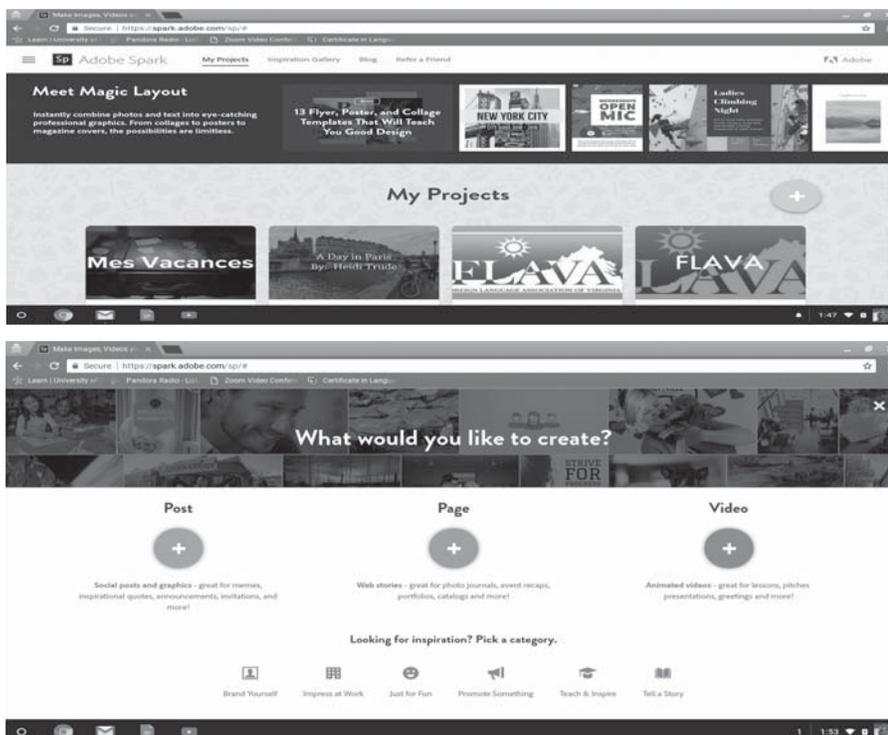
Adobe Spark is a powerful tool in the world language classroom. It is easier to use than iMovie and an excellent alternative to Windows' Photostory. Adobe Spark Video is an excellent tool for digital storytelling projects. Not only are students writing in the target language, but they are also speaking in the target language. For many of them, this is the first time that they hear themselves

speaking in the target language, and it motivates them to reflect and work on their choice of words and vocabulary. By using Adobe Spark Video, students select their images and music, add in the text, and record their own voice. The final product is a very powerful creation. I have used Adobe Spark for digital storytelling in my own classroom (see the AATF wiki for examples) and have had great success with it from French I to French V Honors. My students found Adobe Spark very easy to use. They also commented on how fun it was to create videos and stories using this type of technology. The possibilities are endless for creating projects that integrate Adobe Spark in the world language classroom.

For additional resources, please visit the following sites:

1. [[www.youtube.com/watch?v=ZWEVOghjkaw](https://www.youtube.com/watch?v=ZWEVOghjkaw)]
2. [<https://goo.gl/Xyl1T4>]
3. [<https://docs.google.com/presentation/d/1h9EwSWgw7QCW97pA2Pib7pdyOQZgUvHARxFkxbh-Fs8/edit>]

Heidi Trude,  
Skyline High School (VA)  
[[htrude@wcps.k12.va.us](mailto:htrude@wcps.k12.va.us)]



## AATF OUTSTANDING SENIOR IN FRENCH AWARD

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

To qualify for the award, a student must:

- have maintained an “A” average in French;
- have maintained a “B” average overall;
- be in his or her senior year at a public or private secondary school or at a public or private college or university;
- have demonstrated exceptional commitment to the study of French by participating in extracurricular activities related to French which may include but are not limited to the *Grand Concours*, study abroad, National French Week activities, Société honoraire de français (for high school students) or French Club, Pi Delta Phi (for university students), tutoring;
- at the time of graduation, have completed at least three years of

formal French study;

- be a non-native speaker of French;
- be nominated by an AATF member.

Only one student per school per year will be accepted.

Students will receive a certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the principal or dean, and the student's name will be placed on the AATF Outstanding Senior Honor Roll on the Web site. The registration fee for the award is \$25. For an additional \$10 fee, students can also receive an Outstanding Senior in French medal. There is no deadline for this award. The nomination form is posted on the AATF Web site. Nominations can also be made through the online Store.

## THE WESTERN NEW YORK 2017 FRENCH IMMERSION WEEK FOR TEACHERS

In June 2017, the Western New York AATF Chapter held its first French Immersion Week for Teachers at Whispering Pines, the Buffalo State College Camp. Whispering Pines is a beautiful redwood lodge where we worked, ate, had classes, and slept. We were in our own little French world, with its own starry night!

The 25 participants, all teachers, were from the Rochester, Central New York, and Western New York AATF Chapters, and Long Island, and our staff was composed of ten people: six professors from Buffalo State College, SUNY Buffalo, and Nazareth College. Both active and retired chapter members also gave presentations.

We offered 90-minute classes on a variety of topics. There were three per day, so that teachers could receive in-service credit from their individual school districts. From playing roles in *Le Bourgeois Gentilhomme*, to visiting Francophone countries, from exploring literature to discussing social justice and other contemporary topics, participants were treated to a multitude of resources and opportunities for learning. The full list of presenters

and sessions is available on the AATF Teaching Resources Wiki, under the *National Bulletin* tab.

Music was a theme woven through the week as well. We learned about musicians Youssou N'dour, Grand Corps Malade, and Abdul Malik. Professor Mireille LeBreton and Barbara Savage, a French chorale director, presented songs for us to learn and discussed how to use them in class. They split the group into two: one group sang outside, and the other opted for indoors. Then, they reunited us for a song-fest. Eileen Lapp-Hastings brought her guitar and taught us six songs that can be used for teaching grammar and vocabulary. Finally, Bernard Kunz (guitar) and Marc Cousins (bass), professional musicians as well as French teachers, provided us with music and played at our two bon-fires, along with Franck Désiré (drums).

During this week, we learned much about the other skills of our French colleagues. For example, we all knew that Chapter Vice-President Marc Cousins was a native speaker of French and a fine musician, but we did

not know of his strong technological skills until he was able to come to the aid of our guest speakers with tech problems. And we had no idea that he was a super cook, who suddenly was ranked #2 in the kitchen after our chef. Régine Marton oversaw the kitchen with the able help of Marc. Each participant was also required to sign up to help with meals. The recipes were from Francophone countries discussed in the presentations, and each person was sent home with a book of recipes for the meals we had eaten.

The Western New York Chapter was very pleased at the success of this event, and our participants had a lovely time. We hope to be able to continue this tradition.

Organizing Committee: Brenda Benzin, Chair, Michèle Roberts, Marc Cousins, Ashley Wodzinski, Bernard Kunz, Thérèse Clarke, Franck Désiré, Martha Horohoe, Joanne Doyle, and Régine Marton.

Brenda Benzin  
Buffalo State College (ret.)  
[brendabenzin@icloud.com]

# AATF OUTSTANDING SENIOR/EXCELLENCE IN FRENCH AWARD APPLICATION FORM

 OUTSTANDING SENIOR AWARD

 EXCELLENCE IN FRENCH AWARD

Student's Name: \_\_\_\_\_ M or \_\_\_\_\_ F  
(exactly as it should appear on the certificate, please print or type clearly)

Nominating AATF Member's Name: \_\_\_\_\_

Member's Address: \_\_\_\_\_

Member's Phone: \_\_\_\_\_ (H or W) Member's E-mail: \_\_\_\_\_

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

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

Name of Administrator to Whom Letter Should be Sent

Name & Title: \_\_\_\_\_

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

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

2. He/she has maintained an "A" average in French and at least a "B" average overall. \_\_\_\_\_ Yes \_\_\_\_\_ No

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

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

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

\_\_\_\_\_ study abroad      \_\_\_\_\_ *Grand Concours*      \_\_\_\_\_ French Club      \_\_\_\_\_ Officer

\_\_\_\_\_ National French Week      \_\_\_\_\_ *Société honoraire*      \_\_\_\_\_ SHF Officer      \_\_\_\_\_ Pi Delta Phi

Other \_\_\_\_\_

6. I am a current AATF member. \_\_\_\_\_ Yes \_\_\_\_\_ No

Member's Signature: \_\_\_\_\_

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

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

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

Amount enclosed: \_\_\_\_\_

\_\_\_\_\_ Check here if the student's name should NOT be placed on the award Web site.

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

Credit Card # \_\_\_\_\_ Exp. \_\_\_\_\_ Sec. Code \_\_\_\_\_

## FRENCH FOR LIFE: “BONSOIR, CLASSE!”

As students slide in their chairs and settle in, the delicious smells of dinner preparations waft from the French House kitchen. Delighting in the lake view on campus, a group of adult learners open their backpacks, take out their notebooks, and turn expectantly toward me. It is Wednesday at the University of Wisconsin’s French House, and a group of about 30 students are preparing for the evening class. Since 2012, for twelve weeks each semester, lively and motivated groups of adults have participated in weekly two-hour long French immersion courses. Some come for only a semester and then move on to other horizons, but *les fidèles* come back each season. These beginning and intermediate learners spend an hour participating in conversational, interactive activities in two different groups led by Andrew Irving,

mother with declining health. She looks forward to each Wednesday off as her chance to reconnect with her younger self, a footloose and fancy-free *jeune fille au pair* in 1970s Paris. Sitting next to her, the middle-aged widower takes copious notes. He has been enchanted with French since middle school, when, 50 years ago, the more popular choice was German. Another student tells me that he is learning French because he “wants to sing” when he speaks. A student whose sister is battling cancer lets me know that she practices speaking French every day with her cats. Entranced by the word *oiseau*, which she repeats over and over again, as if savoring a fine wine, she exclaims, “I sound just like Jeanne Moreau!” Next to her, an eighty-six-year-old adjusts the crackle of her hearing aid to better hear the group.

into French, a tongue they perceive as more beautiful, full of “luxe, calme, et volupté,” allows them to leave the ordinary or the painful behind, even if it is only for a brief time each week. For them, French conjures up a lover carrying a bouquet of flowers home on the *métro*, breaking off the tip of a freshly baked baguette, sharing a box of *macarons* with a friend over *un café*. Each week, they celebrate the beauties of the French language and the ways in which its rhythms have shaped their lives. In their third chapter, these students are not furred, but rather outward-turning, eager to learn and participate fully in life’s pleasures. In these ways, Wednesday evenings in French are magical.

If such a conversational group does not yet exist in your community, you

***These students illuminate the importance of language and community in composing a well-lived life.***

Director of the French House, myself, and often a graduate student from the Department of French and Italian. At the buffet dinner following each class, participants continue practicing their French side-by-side with other French speakers, university students, and community members.

As I have learned in the many years creating and teaching in this program, people’s love affair with French stays with them long beyond middle age, as does their memory of their first attempts at learning it. Their sense of humor is just as strong. For instance, in the middle of class, a retired attorney says, “Je parle français comme une vache espagnole.” “Une vache espagnole?” I repeat, grinning at the group. As we review the funny idiom, they laugh, nodding their heads in agreement. They are all here because, despite the diversity of their skills, they love French. But this group of students is not a typical undergraduate class; they are much more familiar with Jean Gabin than Jean Dujardin. And they come to class not because they have to, but because they want to. For example, the retiree I mentioned above is a full-time caregiver for her

She tells me that when people ask her why in the world she would start learning French at her age, she has her answer ready, “So I can speak French in my next life!”

As I get a glimpse into these students’ lives, I have come to realize that participants attend these classes to learn French, but they also come for much more. Many of them are going through something difficult in their lives, and stepping through the doorway of *La Maison Française* takes them to a different place. Sometimes the most effective therapy is meeting with a group of like-minded people in the tireless pursuit of learning the *futur proche*. For them, French class is a distraction, a space of companionship, healing, or bonding over a common goal. It is a haven in a chaotic world in which an hour of practice or *vire-langues* are distractions from everyday existence. Concentrating on something brand new or revisiting an old skill interrupt the stresses of the ordinary and leads to a more fulfilling life.

These students illuminate the importance of language and community in composing a well-lived life. Shedding their quotidian English and slipping

can always start one by connecting with local resources. In larger cities, the *Alliance française* or programs at a college or university may offer this opportunity. In smaller communities, conversational French groups can be started through the public library, a local café, or Meetup.com, which has French language groups worldwide.

*Vive le français—et vive l’apprentissage à tout âge!*

Sage Goellner

University of Wisconsin, Madison  
[sage.goellner@wisc.edu]

### REMINDER TO FDLM SUBSCRIBERS

If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Send an e-mail to [address@frenchteachers.org] to notify the AATF of your new address, AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].

## CLASSROOM ACTIVITY

### RESURRECTING *LE CADAVRE EXQUIS*

In need of a no-tech activity for my students on a day the Internet was not working well, I remembered a game from when I first began teaching over 35 years ago: *le cadavre exquis*.

I cut blank copy paper in two, lengthwise down the middle, making two long strips and giving one to each student with the instructions to write their name on the top and fold it to the back of the paper. Then they exchanged strips with another student. If the paper is folded forward instead of backward, it doesn't work (everything will be upside down and the sentence will read from bottom to top of the paper).

Since we were practicing the *passé composé*, the second student added a verb in the *passé composé*, third person singular, and folded the paper to the back twice (so the person receiving it cannot see what was written), and they exchanged papers (each time with a different student than before), and successively added: *à* + a place, *avec* + another person, *soudain* + a number and a noun, another verb in the *passé composé* third person plural, *et enfin* + another verb in the *passé composé* third person plural, time expression or adverb.

Results were something like this: *Mark a dormi au stade avec Beyoncé. Soudain trois oranges ont dansé et enfin ils sont sortis à minuit.*

The paper was returned to the person whose name was at the top, and everyone read his/her adventures with great glee, reading them aloud to each other and commenting.

I had them do a think-pair-share-square (each time they picked the best of the two stories) and share the best-of-four result with the class. I noticed that they corrected each other's grammar and spelling during the sharing, since it would be shared with the whole class (another bonus).

This can be done with any verb tense. Doing it in the future, for example, would result in a "fortune" for that person. Feel free to add in adjectives,

famous people, teacher's names, etc. – anything that will be high interest or humorous.

Here's a twist on the above one for *passé composé/imparfait*: ALL VERBS IN PAST TENSE, third person singular

Name,  
Describe looks  
What was s/he doing? Where?  
Suddenly + verb  
Person's reaction (emotion) *et*  
Person's reaction (action)  
*Puis* + action verb  
*Enfin* + action verb  
Person's reaction (emotion)

This could also be done for an invent-an-animal, using drawings: first the head (fold back but leave just a bit of the bottom of the next showing so the parts join up well) then the upper body and arms or wings, then the belly with tail, then the legs (four drawings.) When this is given to a fifth student, they open the paper, name this new animal, and describe it. (Note: this could also be good for a unit on the comparative/superlative). Then do a museum walk-type exhibit and have students read and rate them.

Here is a link to a class that did this as a comic strip: [<https://bonjourfle.com/2016/01/08/cadavre-exquis-embd/>]

You might also like to share the history of the game with your students. The technique of *le cadavre exquis* was invented by the Surrealists in the early 1920s, based on an old parlor game. André Breton, one of the founders of the Surrealist movement, said it started in fun but became playful and eventually enriching. He played it at the house of some friends, along with fellow Surrealists Yves Tanguy, Marcel Duchamp, Jacques Prévert, and Benjamin Péret. The name came from a sentence produced when they first played the game: "Le cadavre exquis boira le vin nouveau."

Deborah Blaz,  
Angola High School (IN)  
[dblaz@msdsc.us]

## AATF EXCELLENCE IN FRENCH AWARD

The AATF has established a new award to recognize French students at all levels. This will allow teachers to reward students in each year of French study or multiple students in a given class. It will also allow teachers at the elementary or middle school levels or in community colleges to recognize their students. The AATF Outstanding Senior in French Award (see Web site or November issue) is still available for one exceptional senior student each year at the high school or university level. Nominations must be made by a current AATF member.

To qualify for the award, a student must:

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

Students will receive a certificate acknowledging their award and a press release to distribute to local media; and a congratulatory letter will be sent to the principal or dean. The registration fee for the award is \$25. For an additional \$10 fee, students can also receive an *Armes de Paris* medal.

There is no deadline for this award. The nomination form is posted on the AATF Web site. Nominations can also be made through the online store. Address questions to [sra@frenchteachers.org].

### MARTINIQUE AATF CONVENTION

July 18-21, 2018

# AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

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

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2019, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Martinique in July 2018.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2018**.

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

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

## TIME LINE

Because the awards will be presented at the annual convention, the deadline for receiving all documents will be **February 1, 2018**. Decisions will be made by March 1. Recipients will be notified by March 1 so that they can make arrangements to be present at the awards program.

## REQUIRED QUALIFICATIONS

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

## EVALUATION CRITERIA

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

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

- a. demonstration of students' exemplary proficiency in French, knowledge of French language and Francophone cultures and literatures, and motivation for

- continued study of French,
- b. increased enrollment or expansion of curricular offerings, or previous teaching awards,
- c. student participation in extracurricular French activities, exchange programs, internships, and competitions, or
- d. students' high performances in French on standardized tests.

Evidence of professional growth and development

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

Evidence of contributions to the profession may include

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

## NOMINATION PACKET

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

1. A résumé of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together in one file.
5. Submit the nomination packet electronically in .pdf format (one file with the candidate's name in the file name) to [awards@frenchteachers.org]. The nomination must be received no later than **February 1, 2018**.

# AATF COMMISSION ON FLES\* 2018 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The Commission is delighted to announce the 2018 Poster Contest for students of French in grades K-8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate and support them with some research and learning for the contest.

Individual teachers may submit up to 3 posters in each category to the Contest, chaired by Karen Campbell Kuebler. In celebration of our July 2018 convention in Martinique, the theme will focus on the island's nickname: "*Martinique: L'île aux fleurs* / Martinique: Island of Flowers." Let your creativity blossom. We will display winning posters at the convention. This theme may be presented in a variety of techniques and artistic interpretations.

### REQUIREMENTS:

1. Entries MUST be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or

English.

2. Grade categories: K-1, 2-3, 4-6, 7-8.
3. The sponsoring teacher must be a current member of the AATF.
4. Each poster MUST be accompanied by the student information form below. All information must be completed for the poster to be considered.
5. Entries are limited to **THREE PER TEACHER FOR EACH CATEGORY**. Teachers are asked to select the best posters to be judged on applicability to the theme, creativity, and effort (see learning targets).
6. Each teacher should send the posters postmarked by **March 1, 2018** to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]. Please mail the posters flat, first class, and protected by cardboard.

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

K-1 & 2-3 learning targets: (1) I can

identify 3 different details about Martinique on my poster; (2) I can identify the contest theme on my poster; (3) I can show my effort and attention to neatness on my poster.

4-6 learning targets: (1) I can identify 4 different details about Martinique on my poster; (2) I can identify the contest theme on my poster; (3) I can show my effort and attention to neatness on my poster.

7-8 learning targets: (1) I can identify 5 details about Martinique on my poster; (2) I can identify the contest theme on my poster; (3) I can show my effort and attention to neatness on my poster.

Winners will be notified in early May. All entrants will receive a certificate of recognition. First, second, and third place winners in each category will receive a cash prize. We look forward to receiving creative posters from students throughout the country.

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

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## AATF NATIONAL FLES\* STUDENT INFORMATION FORM

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

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

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

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

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

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

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

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

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

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

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

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

### SIGNATURES (All are required)

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

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

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

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

PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.

# SALUT LES JEUNES!

## COSMO A MAL

Teaching body parts and ailments is a mainstay in the elementary French classroom. Over the years, I have felt my lessons in these areas become routine. The following is my new take on reviewing body parts and ailments.



FLES classrooms traditionally employ a number of activities to engage young children physically in order to reinforce the parts of the body. Kinesthetic involvement contributes to more solid retention of any vocabulary, avoiding the dependence on translation. We have all used successfully the song “Alouette” and the game “Jacques a dit: touchez la tête” for body parts vocabulary. This activity with Cosmo takes the children a step further with the expression *avoir mal à*. There is a scene in the book *Les Aventures en ville* by Marie Koch (Lango Language Cooperative, LLC) in which the book's hero, a dog named Cosmo, goes missing. When found, he has many injuries. Since my students love Cosmo and would do anything for him, I figured it would make sense for me to capitalize on their empathy and leverage it for language learning!

To set up this activity, I make a sheet of bandage stickers. Download the labels [[https://drive.google.com/file/d/0B6e1r9mMT\\_pHaHBjelZhRC0xZnc/view](https://drive.google.com/file/d/0B6e1r9mMT_pHaHBjelZhRC0xZnc/view)]. Print this page onto Avery labels (style 5160). If you prefer, you can purchase a box of small band-aids: *les pansements*. A stuffed animal would add to the fun as you introduce the language pattern *il a mal*. If your students are using *Les Aventures en ville*, make copies of Cosmo (below) for each student as they will relate to “Pauvre Cosmo,” or of any animal in which you can see many body parts. After having exposed the children to the names of the body parts and how to state illnesses (such as “Cosmo a mal à la tête”), model how the children are to listen to directions and place a bandage on the appropriate body part. After sufficient input and modeling, hand the activity over to the students to play with a partner. Make sure that all students have the role of both speaking (“Cosmo a mal aux oreilles”) and listening and placing the bandages on the correct spot.

Take advantage of the situation to expose the children to as many expressions as you can during the activity to encourage following directions in the target language.

Prends un pansement

Mets un pansement sur...

Une trousse de secours

Au secours!

Pauvre Cosmo!

Young children have no difficulty using a different word for an animal than a human, so go ahead and have them use: *les pattes* (instead of *les pieds*), *la gueule* (instead of *la bouche*), *la queue*.

If they make the mistake of using *Cosmo a mal aux cheveux*, the older students will get a kick out of learning it is an expression for a hangover!

*La préposition à* does not need to be explained to young language learners. The children will happily repeat “j’ai mal à la tête,” “j’ai mal à l’oreille,” “j’ai mal au pied,” “j’ai mal aux yeux” without any need to go into grammatical detail. Older students, of course, will be more ready, and it will give a more amusing format for learning the forms needed.

What games and activities do you have for learning the parts of the body? Join the teacher network and share with other FLES and middle school teachers! Send your ideas, classroom gimmicks, games for oral interaction, and successful lessons. to Elizabeth Miller, 74 Tuscaloosa Ave, Atherton, CA 94027; email: [mmemiller@aol.com].

Pauvre Cosmo!



Marie Koch  
Marie Koch School  
Berkeley, CA  
lango@lango.com

# AATF MATERIALS CENTER

Prices include first class postage. Payment or purchase order must accompany orders. Pictures of most items are available at: [www.frenchteachers.org]. Please allow 2-3 weeks for delivery. The first price listed is the member price; the nonmember price is in parentheses.

**PROMOTIONAL FLYERS** (sample copy available on request)

All flyers 100 copies / \$12; 50 copies / \$6 (20 cents each for quantities larger than 250 or for nonmembers)

- *Help Wanted: Encourage Students to Learn French*
- *Ten Reasons to Learn French*
- *Speaking French: an investment in the future*
- *French by the Numbers*
- *French is Not a "Foreign" Language*
- *Why Learn French?*

## AATF PROMOTIONAL ITEMS

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

**AATF Glass Dishes:** rectangular candy dishes (4x4x2") with AATF logo on cover. \$12 each (\$15)

**AATF Notepads: Le français en Amérique du Nord** (1/2 sheet, 50 sheets per pad): \$2 each (\$2.50)

**AATF Bic Clic Pens:** AATF and Forward with French on black and red pen. 6 for \$3.50; 10 for \$6 (10 for \$8)

**AATF Ball-Point Pens:** AATF engraved in gold on blue marbled pen. \$8 each (discounts for quantities)

## TEACHING MEDIA

**Couleurs et parfums: Apprendre le français grâce à l'héritage de Carole Fredericks,** music CD and teacher's manual with lyrics, lesson plans, and activities. \$49.95

**Tant qu'elle chante, elle vit** presents the six music videos of Carole Fredericks, featuring Carole, Jean-Jacques Goldman, and Michael Jones. Accompanying manual. \$55 DVD/\$45 VHS

## MEDALS AND AWARDS

**Les Armes de Paris,** 2-in. bronze medal, engravable back. \$18 each or 3 for \$45 (\$20 each or 3 for \$54)

**Fleur-de-Lys Medallion,** 1-in. silver, laurel wreath border with raised fleur-de-lys. \$7.50 each or 3 for \$18 (\$10 each or 3 for \$21).

**On est les meilleurs buttons,** 2-in. round buttons. 75 cents each or 10 for \$6.50 (10 for \$9)

## OTHER MATERIALS

**Interactive Ideas for the French Classroom: Mingles, Bingo and Other Partner-based Activities,** by Stacey Ayotte. From the AATF Press.

(117 pp) \$20 (nonmembers \$30).

**Integrating Children's Literature into the Middle School Classroom,** edited by Janel Lafond-Paquin. From the AATF Press. (142 pp) \$25 (nonmembers \$40).

**Allons au cinéma: Promoting French Through Film, Vols., 1 and 2,** edited by Dolliann Hurtig and Joyce Beckwith. From the AATF Press. \$25 each; both for \$40 (nonmembers \$40 each/both for \$55).

**Étudiants sans frontières: Concepts and Models for Service-Learning in French, Vol. 1,** edited by Jacqueline Thomas. First publication from the AATF Press (190 pp.) \$25.

**Integrating Service-Learning and Volunteer Opportunities, Vol. 2.** Ada Giusti. AATF Press \$25. Both volumes \$40.

**Vive le français! Activities for the French Classroom,** 75+ activities for students at all levels (122 pp.) \$20 (\$30)

**Guide des Fables de La Fontaine** to accompany 2010 National French Week posters. Activities at a variety of levels for using the Fables illustrated on the poster in the classroom (106 pp.) \$20 (\$30)

**Cuisiner et apprendre le français,** 34 classic French recipes with activities and reading texts (178 pp.) \$25 (\$40)

**Making Global Connections Using French Language and Culture,** learning scenarios developed by the Commission on Student Standards (187 pp.) \$25 (\$40)

**La Vie des Mots,** collection of columns from the *French Review* with "Mots chassés" activities from the *National Bulletin*. \$15 each or \$12 each for more than 5

copies (\$18 each)

**Un Calendrier perpétuel.** Rev. (2006). Highlights events and people from the Francophone world. Web sites, bibliography, complete index, glossary, and brief Teacher's Guide (104 pp). \$15 (\$18)

**Parlez-vous...? posters.** Series of 6 11x17" color posters promoting French on the theme Parlez-vous...? Includes study guide (123 pp). \$25 for set of 6 posters + guide (\$40)

**Color Notecards:** 12 notecards with envelopes featuring 6 different color designs from winners of the FLES\* Poster Contest; blank inside. \$10 (\$16)

## T-SHIRTS

**La Fontaine T-Shirt,** T-shirt based on "Les Fables de la Fontaine." "Le Lièvre et la tortue" now available. \$18 for S, M, L and XL; \$19 for XXL

**Le Français m'ouvre le monde T-shirt,** navy with world map highlighting where French is an official language, areas listed in French on the back. Specify size. \$18 for M, L and XL; \$19 for XXL

**Laissez les bons temps rouler T-shirt:** blue with white imprint. Specify size. \$18 for M, L and XL; \$19 for XXL

## AATF FLES\* COMMISSION REPORTS

**Vers les étoiles avec le français** ('11) \$10

**FLES\* Works: A World of French** ('09) \$10

**New Trends in FLES\*** ('07) \$10  
**Variety is the Spice of FLES\*** ('05) \$9

**Promoting FLES\* Programs** ('04) \$9

**French FLES\* Around the World** ('00) \$9

**The FLES\* Image: A Picture is Worth a Thousand Words!** ('98) \$9  
**Attracting French FLES\* Students** ('96) \$9

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

Send your check or school purchase order to: AATF Materials, 302 N. Granite St., Marion IL 62959-2346; [aatf@frenchteachers.org]. Prices valid through 12/31/17.

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

**Question: What do you do to keep your French current?**

- **Lydia Wilson Kohler (KY):** I read the headlines from the major French newspapers online with my students. We all learn vocabulary together, and they get a glimpse into my reading strategies. They love it when I learn with them.
- **Andrea Canida Henderson (TX):** I follow media outlets from all parts of the French-speaking world. I use Scoop It to curate my resources. I follow and search hashtags on social media. I purchase digital magazines at Zinio, Journaux, and Relay. I take free, online courses on MOOCS, and I am a member of several Francophone groups on Facebook such as *Bon Plans Gourmands aux États-Unis*, *DIY, bricolage, et recyclage*, *Les Cordons Bleus Congolais*, and *Pagnes: Belles Coutures*.
- **Sheila Conrad (IA):** J'écoute le JT (journal télévisé) de 20h (je préfère France 2) le matin (j'écoute le JT du soir précédent). Je suis des comptes français sur Twitter.
- **Claire Levillain Frazier (TX):** Je regarde les 2 journaux télévisés, sur France2 et TF1. Je fais partie de la Bibliothèque Orange, un organisme de partage de livres en français. Nous lisons entre 1 et 2 livres par mois (romans, nouvelles, essais, traductions, etc.).
- **Laurel Mayo (TX)** I just took up with *Bien Dire* recently. I received my first issue last week and am looking forward to it. I listen to podcasts: One thing in a French Day is a short glimpse into everyday life of its host. French voices podcast features interviews with Francophones. It's good company when I'm out and about as I listen through the Bluetooth connection in my car. I'm reading my favorite genre, mystery (or *policier*) in French to expand my vocabulary. *Coule la Seine* by Fred Vargas is a collection of short stories with Commissaire Adamsberg. It can be slow going, but I use the wordref-

erence app on my phone when I get stuck.

- **Katrina Carey (KS):** Twitter: so many great things to follow in the Francophone world, and it's quick!
- **Allison Sass (CA):** Following all kinds of French stuff on Facebook.
- **Becky Lee (TX):** Le français avec TV5MONDE
- **Gretchen Ward Mancuso (CT):** Reading current French novels, after so much classic literature in college. This summer I was in France and asked a book shop owner what the most popular novel of the summer was. I read *La Dernière des Stanfields*—it was entertaining, and I learned more idiomatic expressions.
- **Dana Schulte Moore (MO):** I LOVE reading novels and watching movies.
- **Karen Campbell Kuebler (MD):** I have my car GPS set on French and the ATM set on French too. Fun practical ways to maintain some specialized vocabulary that certainly comes in handy when traveling...directions and money!

Looking for even more ideas? Check out the *National Bulletin* tab on the AATF Teaching Resources Wiki.

Our question for the January issue is: Experienced teachers (5+ years)—what advice would you share with a new teacher? Share via the AATF Facebook, NB Twitter (@AATFNB), or email [nbeditor@frenchteachers.org]. *Merci!*

July 18-21, 2018  
Martinique



Watch for updates:

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

“Créolité et environnement aux Antilles francophones”

## CALENDAR OF EVENTS

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, February 8-10, 2018, New York, NY. Information: NECTFL, 2400 Main Street, Buffalo, NY 14214; email: [info@nectfl.org]; web: [www.nectfl.org].

**SOUTHWEST CONFERENCE ON LANGUAGE TEACHING**, February 22-24, 2018, Santa Fe, NM. Information: SWCOLT, 216 Merion Drive, Austin, TX 78737; email: [jody.klopp@okstate.edu]; web: [swcolt.org].

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES**, March 8-10, 2018, Milwaukee, WI. Information: Patrick T. Raven, Executive Director, CSCTFL, 7141A Ida Red Road, Egg Harbor, WI 54209; phone: (414) 405-4645; fax: (920) 868-1682; email: [csctfl@aol.com]; web: [www.csctfl.org].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING**, March 15-17, 2018, Atlanta, GA. Information: David Jahner, Executive Director, P.O. Box 33615, Decatur, GA 30033; phone: (404) 290-1942; web: [www.scolt.org].

**AMERICAN ASSOCIATION OF TEACHERS OF FRENCH**, July 18-21, 2018, La-Pointe-du-Bout, Martinique. Information: Jayne Abrate, Executive Director, 302 North Granite Street, Marion, IL 62959-2346; phone: (815) 310-0490; fax: (815) 310-5754; email: [aatf@frenchteachers.org]; web: [www.frenchteachers.org].

### CALL FOR PROPOSALS AATF IN MARTINIQUE

The on-line call for proposals for the 2018 AATF convention, to be held July 18-21 at La-Pointe-du-Bout, Martinique has been posted on the AATF website at [www.frenchteachers.org]. Proposals will be accepted until **December 1, 2017**. The theme for this year's convention is “Créolité et environnement aux Antilles francophones.” Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

## ART MAKES A BIG IMPRESSION

With French 3 classes, I take time at the end of the year to study Impressionism. This is a great time of year for this unit, because with SAT, ACT, and AP testing, the students are stressed and can use some art therapy. It's also a nice reminder of why they like to study French, and we incorporate some culture and history at the same time.

I start the unit by giving an overview of the Impressionist movement with guided notes discussing the historical context, concepts of what constituted art, major artists, and techniques that differentiated Impressionism from other movements. We examine several paintings by various artists and discuss color mixing, texture, and subjects. We then compare photos taken at Monet's gardens in Giverny to paintings that have almost the same angle of the sub-

texture without having to manipulate paint, which can be daunting for some students, especially those who aren't artists (voir illustrations en face).

Each student gets a half-sheet of heavy posterboard for the project and may crop it slightly if their painting is more square-shaped. I remind them beforehand about how the project isn't graded on artistic ability but on its general resemblance to the original (can I look at the original and your recreation and know they are the same? Are the major hallmarks there?), on the techniques that they mimic (is there mixing of colors, undefined lines, are the pieces of tissue paper small or chunked or layered to mimic brush strokes?), as well as general neatness and effort during our art days (no hanging edges, every part of the poster board is used, even daily

the glue mixture, one student washes out paint brushes, and everyone helps pick up the room so it's ready for the rest of my classes.

We spend anywhere from a week and a half to two weeks "painting." It's a long time, but it's a huge reward for the French 3 students who have continued this far and a great way to relieve stress and boost morale at the end of the year, when students are frantic about finals, while also learning about an important artistic movement. Students do finish at various paces; when they are done before the rest of the class, I have a review activity for them to work on which also incorporates some impressionist history, so they can start preparing for their final exam.

Once all students are finished, we create a gallery on the class bulletin

***This is the highlight of the year for many students and something they look forward to once they start seeing the galleries of the advanced students....***

ject. I give the students a list of useful vocabulary words related directly to painting, since I expect them to discuss work by other artists in French as well.

The next day, students are given a list of artists and a checklist of information. They research one of the artists present the artist's life and at least two examples of his/her work to the class. We view a slideshow of works by each artist, discuss briefly why each artist was selected (some are post-impressionists to show the effects of the movement), after which students choose their artists and begin to research. They have one day in class to put together their research and then present their artist to the class, who are responsible for the information on a quiz at the end of the week.

After the presentations and quiz on the artists and the impressionist movement, students choose any painting by a French impressionist that they would like to recreate. They need to bring a copy or photo of this painting to class, because they are going to recreate it using a decoupage-type technique, rather than paint. The decoupage method allows the students to mimic the techniques of Impressionism, such as color mixing, visible brush strokes, and

station clean-up is on my rubric). This usually comforts any nervous students, as they know I'm not looking for artistic genius. Some who are very artistic want to use paint, but I explain that this is a new challenge for them to try out (also, paint is really messy!)

I usually mix water and glue (no specific ratio, just until it looks milky) in a large milk jug and pour it out into containers before the students come in. They have a supply pick-up station where they select a paintbrush, they share "paint" (glue/water mixture) at their tables, and then scavenge through the many boxes of crepe and tissue paper accumulated over the years. I order a little extra at the end of the project every year, and the students let me know what colors they need if we start running low, so I can pick some up after school. They spend their class periods "painting" by shredding, ripping, twisting, or balling-up the tissue paper and painting it onto their posterboard with the glue and water mix. Encouraging students to use of small pieces of tissue paper allows them to better mimic the short, thick brush strokes typical of Impressionism and to layer colors to imitate the optical mixing technique. At the end of the period, one student from each table cleans up

boards. Next to each "painting" is a small plaque with the student's name, the name of the painting recreated, and the original artist's name. Once the gallery is up, we usually have only a few days of school left, so I invite other classes who are interested to come in during our class period to get a "tour" of the gallery. For non-French classes, my students give information about Impressionism in English, talk about their paintings, and share how they were created. For other French classes who come in, they give the information in French (and usually the teachers have their students ask questions in French as well.) It's a great collaborative learning activity and wonderful for my students to showcase their work.

This is the highlight of the year for many students and something they look forward to once they start seeing the galleries of the advanced students go up when they are in French 1 and 2. It's my favorite project that I do with any of my classes all year and I'm glad to be able to share it with you. I hope it helps any other teachers looking for a fun and artistic project.

Lauren Scranton  
Dunlap High School, IL  
[lscranton@dunlapcusd.net]



## VOTRE DON, NOTRE DON

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

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

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

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

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

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

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



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## REMINDER: IMPORTANT DEADLINES AND DATES

- December 1     Deadline for proposals for the AATF Convention in Marti-  
                    nique (page 33)  
                    Deadline for nominations for the Outstanding Administrator  
                    Award (page 14)  
                    Deadline for submissions for Logo Contest (see Sept. issue)
- December 15    Deadline for applications for Commissions (see page 13)  
                    Deadline for applications for Leadership program (see page 21)
- January 15     Deadline for ASFAP Scholarship applications (page 22)  
                    Deadline for AATF Convention Travel Award (page 10)
- February 1     Deadline for nominations for the Ludwig Excellence in Teaching  
                    Awards (page 29)
- February 15    Deadline for Exemplary Program applications (page 23)
- March 1        Deadline for applications for the Valette Legacy Award (see  
                    page 20)  
                    Deadline for applications for AATF Small Grants (page 18)  
                    Call for AATF nominations (page 23)
- March 15      Deadline for applications for Jensen Scholarship (page 17)
- May 15         Deadline for pre-registration for Martinique convention (see  
                    page 1)

## SPECIAL AATF WEBINAR ON MARTINIQUE

The AATF will offer a special two-hour webinar devoted to Martinique on Saturday, January 20 from 10 a.m.-12 p.m. (CST). The presentations will be entirely in French and provide an introduction to *l'île aux fleurs* in preparation for the July 2018 convention. Presenters will also offer suggestions for using the material in the classroom at several levels.

The webinar will be limited to 50 participants and conducted using GoToWebinar. AATF membership is required. An announcement with the specific content and registration information will be emailed to all AATF members in December.

# *Découvrez la Martinique!*

## *Congrès annuel de l'AATF du 18 au 21 juillet 2018*