

# NATIONAL BULLETIN

Volume 37, No. 1 September 2011



## DANS CE NUMÉRO: Compte-rendu du congrès de Montréal

Lisez le rapport sur le congrès (pages 6-7) et préparez-vous pour un voyage à Chicago du 5 au 8 juillet prochains. Faites une proposition (page 36). Exercez-vous pour la dictée (voir gagnants page 10).

## Inspiration

Il y a dans ce numéro plusieurs rapports sur des projets organisés par des membres de l'AATF et soutenus par des bourses. Inspirez-vous de leurs efforts. Vous trouverez un projet de promotion pour la Semaine du Français (page 35), une journée d'immersion (page 25), un festival de film (page 36) et un journal en ligne (page 37). Il y a aussi le rapport d'une

boursière qui a participé au stage à l'Université Laval au Québec en 2010 (page 33).

## Promotion

En plus des activités de promotion organisées par les professeurs, il existe plusieurs concours, bourses et prix auxquels vous pouvez faire participer vos élèves ou poser votre candidature. Il y a cette année trois concours pour la Semaine du Français (page 22) et un concours vidéo pour les étudiants universitaires co-sponsorisé par l'AATF et le Département d'État des USA (page 32). L'*American Society for the French Academic Palms* propose des bourses pour des élèves (page 30). Finalement, l'AATF offre chaque année des prix aux meilleurs professeurs de l'année, les *Dorothy S.*

*Ludwig Excellence in Teaching Awards* (pages 2, 34), l'*ISE Language Matters Award* (pages 21, 41) et le meilleur administrateur de l'année (page 40). De quoi organiser une campagne publicitaire impressionnante.

## Articles d'intérêt

Dans chaque numéro, vous trouverez des articles un peu plus longs mais pratiques, avec des idées à mettre en oeuvre immédiatement. Une enquête menée aux USA et en France offre des aperçus sur l'articulation (page 13). Comment engager les étudiants est le sujet d'un autre essai (page 31). De nombreux conseils pour l'utilisation des *iPads* dans la salle de classe font l'objet d'un rapport de la Commission sur la Technologie (page 27). Enfin, une activité prête à l'emploi apparaît sous la rubrique *Classroom Activity* (page 23).

## Index

Montreal Convention Highlights .....	6-7
AATF Commissions.....	8
JNCL Annual Meeting .....	8
AATF Executive Council.....	9
Members' Notes .....	10
Regional Reports .....	11
Articulated Foreign Language Programs .....	13
National French Week Materials.....	16
French Students Support St. Joseph's School.....	19
World Speaks French Materials .....	20
<i>Salut les jeunes!</i> .....	21
National French Week Contests .....	22
Classroom Activity .....	23
French Immersion Day .....	25
iPod Touch in Class.....	27
ASFAP Scholarships .....	30
Engaging Our College Students .....	31
Video Program with U.S. State Dept....	32
<i>Stage pédagogique</i> Report .....	33
Excellence in Teaching Awards.....	34
Grant Report for NFW .....	35
Charleston Grant Report.....	36
Small Grant Report: <i>Synergies</i> .....	37
AATF Materials Center.....	38
Outstanding Senior in French Award..	39
Outstanding Administrator Award .....	40
ISE Language Matters Award .....	41

## 2011 AATF OUTSTANDING CHAPTER OFFICER AWARD

**Joanne S. Silver**, *Chevalier dans l'Ordre des Palmes académiques*, is an AATF Emerita and Secretary-Treasurer of the Philadelphia Chapter since 2001. She holds an M.A. in French and certification in Spanish and in supervision of Foreign Languages. She has studied in Paris and Normandy and at the universi-



ties of Pennsylvania, West Chester, Penn State, and Millersville. Joanne has served on the Philadelphia region DELF/DALF jury for 18 years, is a Board Member of the *Alliance française de Philadelphie* and founder of the only International Lyceum women's club in the U.S., a sister club with Paris. She is vice-president of the International Association of Lyceum Clubs of the Northern Hemisphere. Retired in 2001 from teaching French for 28 years, Joanne founded her company, Beach Lloyd Publishers, LLC, in 2003, publishing and importing pedagogical materials in French and in English, focused on survivors' testimonies from WWII France and Belgium. She is a regular speaker and exhibitor at the annual AATF conventions.



CERAN LINGUA  
UNITED STATES

**SEE YOU IN  
CHICAGO!**

July 5-8, 2012

## UN PROF DANS LA BROSSE BURKINABÉE

J'ai vécu dans un village au Burkina Faso. Oumnoghin, c'est son nom. On le rejoint après trois heures de goudron à partir de la capitale, Ouagadougou, et ensuite on y accède après une heure de trajet sur une piste défoncée.

C'est dans le cadre du tourisme solidaire que j'ai choisi cette expérience d'immersion complète pendant trois semaines. Oumnoghin est devenu "mon" village. J'y ai vécu dans une case de terre au toit de paille pointu. Mes voisins étaient des zébus, des chèvres et un âne qui me réveilla plus d'une fois en pleine nuit par un braiment retentissant.

J'ai puisé l'eau dans un seau pour prendre ma douche. J'ai très bien vécu sans électricité, sans eau courante, sans téléviseur, sans route goudronnée.

J'ai visité des écoles primaires et un collège. L'enseignant dans la brousse burkinabée officie dans une salle sans électricité, donc sans climatisation où dedans les murs il y règne la douce température de 40 degrés Celsius ou plus.

Le matin, cet enseignant accueille des centaines d'élèves dont certains ont l'estomac vide. La famille n'a pas les moyens pour faire un petit déjeuner. Ces élèves ont déjà marché parfois une heure pour se rendre à l'école. Ils referont le même trajet en sens inverse le soir. Et certains d'entre eux n'auront même pas eu de repas à midi.

Tous les instituteurs enseignent des classes dont les effectifs vont jusqu'à 105 élèves!

Les rayons des bibliothèques sont complètement vides. Pas un seul livre!

Ces enfants, ces adolescents aimeraient jouer au foot mais il n'y a pas de ballon. Alors, ils en fabriquent un avec ce qui leur tombe sous la main. Pour chercher de l'eau il faut marcher dans la poussière en quittant la classe pour se rendre au forage et puiser de l'eau.

Tous ces enseignants font de leur mieux avec les moyens à leur disposition sans s'en plaindre. C'était une expérience à ne jamais oublier.

Bernadette Theisen  
Alliance française de Silicon Valley  
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Please note: Because of convention dates and other deadlines, unlike commercial magazines, 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.

**Note:** The symbol  after a member's name in this publication means that the individual is a National Board Certified teacher. Visit [www.nbpts.org] for more information.

# MESSAGE FROM THE PRESIDENT

Dear friends and colleagues,

*Nous voilà à la rentrée. J'espère que vos vacances étaient reposantes et que vous commencez cette nouvelle année scolaire avec beaucoup d'enthousiasme et d'énergie. Bonne rentrée!*

## Successful conference in Montreal

Approximately 500 AATF members gathered at the *Hôtel Delta Centre-Ville* in Montreal, Quebec from July 6-9 in order to attend our 84<sup>th</sup> annual convention. The theme, "Le Québec: culture nord-américaine, langue française," revealed itself throughout the convention, from the opening session on Wednesday morning to the final excursion on Saturday evening. According to all reports, the attendees had a wonderful time and returned home enriched and inspired by this well-organized and relevant event for French teachers.

Montreal was a superb site for this convention, due to its status as the second largest Francophone city in the world. The weather was generally sunny and pleasant; attendees were able to enjoy the jazz festival, great restaurants and museums, and historical sites as well as many interesting sessions and excursions

applaud these new fellows and look forward to working with them in the future as they serve the AATF as leaders at the chapter, regional, and national levels. In addition, AATF commissions were an important topic of discussion at our Executive Council meetings. Vice-President Will Thompson is chair of the Committee on Commissions which is charged with revamping the structure and mission of commissions. I will keep you informed as we progress with this initiative.

We were very pleased to welcome so many Canadian and foreign colleagues to our 2011 convention. Many presenters and exhibitors came from throughout Quebec to highlight their programs and products. We also enjoyed the participation of presenters from France, Belgium, Germany, Australia, and England. Madeleine Rolle-Boumlic, Executive Director of the *Fédération internationale des Professeurs de Français (FIPF)*, was a special guest. The AATF is the largest member organization of the FIPF, and as such, we were delighted that Madeleine was in attendance. In addition to presenting two sessions, she learned a great deal about how we organize a convention. She was very impressed. Christophe Musitelli,



Ann Sunderland

travel companies, Prométour Educational Tours and Jumpstreet Tours. Both organized outstanding events that our members greatly appreciated. Every excursion participant that I talked with enjoyed the experience, whether it was a city tour of Montreal, a full-day trip, or an evening event. Once the convention was over, I was able to join the Saturday afternoon excursion to the *Sucrerie de la Montagne*. I thoroughly enjoyed this tour to one of the best-known sugar shacks in Quebec. What I found so wonderful was the entertainment and the involvement of all who attended. The music encouraged young and old to dance. Everyone joined in, from aged grandparents to teenage boys to youngsters. It was a joyful occasion which mixed languages and cultures and which demonstrated the extent to

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## *As foreign travel becomes more expensive for all of us, immersion opportunities become more and more important.*

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organized for the convention. Executive Director Jayne Abrate worked for months to organize this event. Jayne was aided by AATF staff members Darla Phoenix, Amy Hanson, and Liz Sterling, who were in attendance and available throughout. Members presented sessions that were extremely interesting and of great quality and variety. It was a pleasure to work with the staff at the *Hôtel Delta Centre-Ville* who went out of their way to ensure the success of all logistical aspects of the convention. The members of the Executive Council worked selflessly to ensure that all went as planned, after attending two long days of meetings prior to the convention. My heartfelt thanks go out to all these groups who worked so hard to make this one of our best meetings ever.

I am proud to announce that the Future Leaders Fellowship Program, inaugurated at the Montreal convention, has been renewed for Chicago. I thank Randa Duvick who organized all the sessions for this innovative program. I

*Conseiller culturel adjoint*, represented the French government at the convention and addressed the Delegate Assembly on Friday afternoon.

We appreciate all the support we received from the *Ministère des Relations internationales du Québec* and the *Centre de la francophonie des Amériques*. They provided the keynote speaker for our opening session. Kim Thúy, who arrived in Quebec as a refugee at age 10, spoke about her youth in Vietnam and in a refugee camp, her family, and her various vocations before becoming an author. Her speech was inspiring, moving, amusing. She discussed the writing of her first book, entitled *ru*, which has garnered high praise as well as several literary prizes, including the *Grand Prix du Salon du Livre de Montréal* 2010. In this beautifully written series of reflections, she weaves together the stories of her life. I recommend it wholeheartedly.

In order to provide an outstanding array of excursion opportunities, we worked with two wonderful student

which the people of Quebec take pride in their heritage and their culture.

We have already begun planning the 85<sup>th</sup> AATF convention to be held in the Intercontinental Hotel in Chicago from July 5-8, 2012. "Le Français au bord des Grands Lacs" is the chosen theme. Information will be posted on the AATF Web site at [www.frenchteachers.org] as it becomes available. I hope that you will all make room in your summer schedule for a trip to Chicago to attend what promises to be a stellar event.

## Washington, DC in May

In mid-May Jayne Abrate and I were in Washington, DC to attend the Delegate Assembly of the JNCL/NCLIS member organizations. Prior to that meeting we visited the French Embassy where we were greeted by Catherine Pétilion, outgoing *Attachée de coopération éducative*. We discussed several issues with Catherine, including the possibility of providing AATF chapter members with contact information for recent

participants in the French government's *assistants d'anglais* program. Catherine is no longer in Washington and has been replaced by Jean-Claude Duthion whom we hope to meet with soon. I would like to begin a discussion concerning this project with him as soon as he has settled into his new job. The highlight of our day at the Embassy was a late afternoon meeting with His Excellency François Delattre, Ambassador of France to the U.S. *Conseiller culturel* Antonin Beaudry and Catherine Pétilion were also present. Jayne and I spent over an hour with the Ambassador in a very frank discussion concerning the status of French as well as various strategies to promote French in the U.S. Monsieur Delattre had been in office only ten weeks when we met him. He was most cordial and indicated that he held the AATF in very high esteem. We were impressed by his hospitality and his interest and hope to continue working with him in the future.

We also met with several representatives at the State Department, including David Feldmann, Public Diplomacy desk officer for France. A former Americorps teacher who taught French in Louisiana, Mr. Feldmann asked us to consider partnering with the U.S. State Department on a special project that will facilitate and encourage engagement with the French public. It was most rewarding to learn that the State Department translates all departmental materials into French, Arabic, Farsi, Spanish, Chinese, and Russian. French is especially important due to renewed outreach to Africa. Please read more about this new initiative on page 32.

During the JNCL/NCLIS Legislative Day, we discussed education and language issues in the 112<sup>th</sup> Congress. We heard about the status of foreign language legislation before we made our Congressional visits. Although I did not have an opportunity to meet with other members of the Missouri delegation, I did enjoy "Coffee with Claire McCaskill" on Thursday morning. The future of JNCL was an important topic of discussion during the Delegate Assembly. AATF is a founding member of JNCL/NCLIS; Jayne Abrate serves on the Executive Committee. She always includes a written report in the *National Bulletin* (see page 8). I encourage you to learn more about the status of foreign language education on the national level.

#### Immersion day in Arkansas

In reading Regional Reports prior to our Executive Council meetings in July, I was struck by the number of chapters that now organize immersion opportu-

nities for their members. In each case, the chapter organized worthwhile and enriching activities which gave teachers an opportunity to speak French together. As foreign travel becomes more expensive for all of us, immersion opportunities become more and more important. I strongly encourage your chapter to consider an immersion day or weekend during the coming year.

Therefore, I was delighted to attend an Arkansas Chapter immersion day in mid-June. Perhaps you have heard of the *Château Guédelon* which is under construction in Burgundy. A French expatriate living in the Ozarks convinced the owner of that site to back construction of a medieval *château* on his property in the Arkansas Ozarks. Work began just a couple of years ago and is progressing slowly, as befits a medieval construction using techniques and materials available in the XIII<sup>th</sup> century. The outline of the castle is now visible; construction should be completed by 2030. This Ozark medieval fortress is now among the most visited tourist sites in Arkansas. AATF members enjoyed a superb tour of the entire site, the first tour given in French. I applaud Jennifer Deacon and Jennifer Corbin of the Arkansas Chapter for organizing this introduction to such an interesting and unique site.

I hope that you will read Bernadette Theisen's article on page 2. Bernadette left her comfort zone as a French teacher at the *Alliance française de Silicon Valley* to spend three weeks in a village in Burkina Faso. Her descriptions of the facilities she encountered and the students she met are fascinating. It recalls my own experiences in classrooms in Morocco and Senegal. Although the conditions I observed were not truly primitive, I worked with extremely motivated students who learned in spite of the lack of resources. In a high school in Kenitra, Morocco, I remember asking a student to close a window because I was cold. He did so, but I was still cold because there was no glass in the window frame. The classroom had electricity, but it was not regularly available. The teacher had a blackboard, and the students shared books. Many of those students spoke excellent English. They recognized the importance of learning English and were successful because they were so motivated. Motivation is the key to success for American students as well. Part of our job as French teachers is to motivate our students with relevant, interesting, and exciting lessons. The AATF has developed innovative materials available for purchase that will provide you with

many inspiring lessons. Please check our Web site for further information.

*Je vous souhaite tous une excellente année scolaire!*  
Bien cordialement,

*Ann Sunderland*

Ann Sunderland  
President  
[mmesunderland@sbcglobal.net]

## CALENDRIER PERPÉTUEL

On what day...

- was the Édit de Nantes revoked?
- was the Moroccan writer Tahar Ben Jelloun born?
- did France win the World Cup in soccer?
- is Labor Day in France?
- was the first yellow jersey created for the Tour de France?

These and many other facts regarding the French-speaking world are listed on the *Calendrier perpétuel* for every day of the year. A complete index of people and events and a Teacher's Guide are included. Newly revised and expanded. See page 38 for more information.

Answers: 22 novembre 1685; 1<sup>er</sup> décembre 1944; 12 juillet 1998; 1<sup>er</sup> mai; 19 juillet 1919.

## MARK YOUR CALENDAR! JOIN US IN CHICAGO IN 2012!

Attend the 85<sup>th</sup> annual AATF convention as we meet in Chicago. Join more than 500 colleagues from across the U.S. as we celebrate the French language and all its cultures.

# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Tout d'abord, je vous souhaite à toutes et à tous une bonne rentrée.

## Promotion

Il est essentiel que chaque professeur de français commence déjà à planifier tous les moments de l'année où il peut mettre en évidence le travail des élèves de français et la promotion de l'importance du français dans le monde. Pensez déjà à faire participer vos élèves aux Concours d'affiches, d'essais et maintenant de vidéo (voir page 5) pour la Semaine du Français qui aura lieu cette année et l'année prochaine du 8 au 14 novembre. Consultez le site Web pour des idées d'activités promotionnelles et pédagogiques dont vous pouvez vous inspirer. Si vous enseignez au niveau

de les recruter. Vous pouvez payer votre cotisation en ligne dans notre Magasin en ligne ou en renvoyant le formulaire dûment rempli.

La crise économique qui frappe les individus touche aussi les associations. Nous avons besoin de votre soutien pour continuer notre tâche qui est la promotion et la défense de l'enseignement du français aux USA. Renouvelez votre cotisation, recrutez de nouveaux membres et surtout cherchez ces professeurs isolés qui ne sont pas encore membres de l'AATF. Montrons-nous solidaires pour surmonter les obstacles, pour passer à l'offensif en augmentant le nombre d'élèves qui choisissent d'étudier le français.

## Nouvelles technologies

Après deux mois de tracasseries au printemps, nous avons fini par changer

pour la salle de classe.

Nous continuons bien sûr à publier le *National Bulletin* et la *French Review*, mais nous nous servons de plus en plus de tous les moyens de communication électronique à notre disposition. Nous vous invitons à consulter régulièrement le site Web, à vous inscrire sur la page Facebook et le compte Twitter pour recevoir les messages que nous diffusons par ces moyens et à lire attentivement les méls que nous envoyons.

## Congrès

Le 84<sup>e</sup> congrès de l'AATF à Montréal s'est avéré un grand succès, tant par la qualité de son programme professionnel que par l'ambiance francophone qui y régnait. Nous vous encourageons à vous joindre à nous l'année prochaine du 5 au 8 juillet à Chicago. Le congrès aura lieu à

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*Il faut que nous défendions les programmes à tous les niveaux  
en organisant nos alliés où nous les trouvons,  
car si nous ne le faisons pas, qui le fera à notre place?  
Restons optimistes mais vigilants.*

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universitaire, vous pouvez faire participer vos élèves au Concours de clips vidéos organisé conjointement par l'AATF et le Département de l'État des USA (voir page 32).

Préparez vos élèves pour le Grand Concours au mois de mars. Nommez votre meilleur(e) élève pour un *Outstanding Senior in French Award* (page 39). Organisez, si vous ne l'avez pas encore fait, un chapitre de la Société honoraire de français (pages 12, 22). Profitez de chaque occasion qui se présente pour mettre en avant le travail de vos élèves par des manifestations en dehors de la salle de classe et des événements promotionnels. Plus vous faites parler de vous, plus il sera difficile de s'attaquer à votre programme.

## Renouvellement et recrutement

Nous venons d'envoyer à chaque membre de l'AATF un appel à renouveler votre cotisation pour 2012. Plus que jamais, nous avons besoin de vous pour continuer à soutenir les efforts de nos membres. L'AATF est la seule association complètement dévouée à la promotion et à l'enseignement du français à tous les niveaux. Partagez avec nous les noms de collègues qui ne sont pas encore membres de l'AATF, et nous essayerons

de service d'hébergement pour le site Web. Cela nous a permis de remettre en marche notre Magasin en ligne et de procéder à certaines améliorations.

Sous la direction de Randa Duvick, ancienne déléguée régionale de l'AATF, les *Actes du congrès de Philadelphie 2010* sont maintenant en ligne. Chaque membre de l'AATF a reçu par mél le code d'accès à ce site. Les *Actes du congrès de Montréal* se préparent sous la direction d'Ann Williams, déléguée régionale pour le Nord-est, et son comité. Dès que vous aurez un moment, pensez à visiter [www.frenchteachers.org] afin de vous familiariser avec tout ce que notre site contient d'idées pratiques, d'astuces pour la salle de classe et d'archives de l'Association.

Grâce à l'enthousiasme de plusieurs membres de la Commission sur les nouvelles Technologies, présidée par Lara Lomicka Anderson (SC) et Catherine Ousselin (WA), nous continuons à développer la page Facebook (qui compte maintenant presque 2000 admirateurs), le site Twitter (tous les deux à "AATFrench"), une chaîne AATF sur YouTube, ainsi que d'autres services dont vous aurez bientôt des nouvelles. Nous allons continuer les soirées de discussion mensuelles qui permettent aux professeurs de communiquer sur différents thèmes à l'actualité

l'Hôtel Intercontinental situé sur *Michigan Avenue* et qui est un vrai monument historique. Vous trouverez l'appel à contributions à la page 36. Le comité local aura sa première réunion début octobre mais envisage déjà de préparer un accueil chaleureux aux congressistes.

## Défis pour la profession

Les professeurs de français, pour ne pas dire tous les professeurs, font face depuis quelques mois à des défis troublants, de quoi nous inciter à défendre encore plus vivement le français dans le monde actuel. En passant du besoin de justifier tous les jours de l'importance de ce qu'on enseigne, à la nécessité de convaincre élèves, parents et administrateurs que le français est un choix valable pour le 21<sup>e</sup> siècle et par des crises financières de plus en plus aiguës, c'est le moment de nous montrer solidaires. Il faut que nous défendions les programmes à tous les niveaux en organisant nos alliés où nous les trouvons, car si nous ne le faisons pas, qui le fera à notre place? Restons optimistes mais vigilants.

Jayne Abrate  
Secrétaire générale  
[abrate@siu.edu]

# HIGHLIGHTS OF THE 84<sup>TH</sup> ANNUAL

The 84<sup>th</sup> annual AATF Convention, July 6-9, 2011 at the *Delta Centre-Ville* Hotel in Montreal had as its theme, "Le Québec: culture nord-américaine, langue française." It actually began a day early with a preconvention tour of the Eastern Townships orga-

and a half days. plenary "Ra-

A special semi-session entitled, "Radio Enfant, un projet innovant et prometteur," was organized by the *Centre de la francophonie des Amériques*, featuring Michel Delorme, *Radio enfant*,

three historic 18<sup>th</sup>-century criminal trials.

Day 2 was a full day of sessions, often highlighting the theme of the convention. During the lunch break, many members participated in the seventh annual *Dictée* organized by Marie-Simone Pavlovich, herself a finalist in *la Grande Dictée* run by Bernard Pivot. Winners were announced at the beginning of the AATF Delegate Assembly (see page 10). That evening, 55 lucky attendees participated in an excursion beginning with dinner and followed by the *Cirque du Soleil* show *Totem*, organized by Prométour Educational Tours.

Guest speakers at the convention included Manfred Overmann, *Université des Sciences de l'Éducation de Ludwigsburg (Allemagne)*, Madeleine Rolle-Boumlic, Executive Director of the *Fédération internationale des Professeurs de Français*, Jean-Benoît Nadeau, journalist and AATF Honorary Member, and Francine Ouellette, *Québécois* author. Other special sessions and meetings included numerous exhibitor and commission sessions as well as meetings of the National French Contest Administrators and *Société honoraire de français* sponsors (see the complete program on the AATF Web site).

Day 3 of the convention was equally busy. On both full days of the convention guided bus tours of the city were donated by Jumpstreet Tours. The registration fees collected will provide a scholarship for an AATF member to attend a summer study program in Quebec in 2012. In addition, there were two coffee breaks in the exhibit hall where lucky attendees won valuable prizes at the exhibitor raffle. The raffle was expertly organized by AATF staff member Amy Hanson with help from Liz Sterling.

In the afternoon, the AATF Assembly of Delegates met to ratify the decisions of the Executive Council. Delegates were also pleased to welcome the *Conseiller culturel adjoint* from the French Embassy in Washington, DC, Christophe Musitelli, who came to Montreal especially to address the representatives of the AATF. More than 120 members participated in the Awards Banquet (see individual winner profiles in this issue). Following dinner, we welcomed three new honorary members (see page 40), Past-President Marie-Christine Koop, Manfred Overmann, and Marie-Simone Pavlovich, honored Outstanding National French Contest Administrators, and recognized our outgoing Executive Council members, Vice-President Sister Mary

nized by Jumpstreet Tours.

The AATF Executive Council spent two days deliberating and doing the Association's business before the convention began. They met on July 4<sup>th</sup> and 5<sup>th</sup>. In addition, the first Future Leaders Fellowship Program was held on those same days under the able direction of Randa Duvick.

The convention opened officially on Wednesday, July 6, AATF President Ann Sunderland welcomed attendees, and then she introduced the keynote speaker, Kim Thúy, author of the award-winning novel *ru*. After the opening *séance plénière* and one round of sessions, more than 125 *congressistes* and guests attended the Welcome Luncheon in the *Tour de Ville* revolving restaurant on the top floor of the hotel. Sessions and workshops began in earnest following the luncheon and continued throughout the next two

opening day, participants were able to have a first look at the Exhibit Hall (find out more about our exhibitors on the AATF Exhibitor Web page at [www.frenchteachers.org]) during a wine and cheese reception co-spon-

and Anne-Marie Ferland, *École des Pins de Oka (Québec)*. To close the



(L. to R.) Author Francine Ouellette and AATF member Janel Lafond-Paquin

(L. to R.) AATF President Ann Sunderland, FIF Executive Director Madeleine Rolle-Boumlic, AATF Executive Director Jayne Abrate

sored by the *Ministère des Relations internationales du Québec* and the *Centre de la francophonie des Amériques*. In the evening, 40 attendees took advantage of a dinner excursion to the *Château Ramezay*, organized by Prométour Educational Tours, where they enjoyed the re-enactment of

# CONVENTION IN MONTREAL

Helen Kashuba, who finished her term on December 31, 2010, Vice-President William Thompson, Region VI Representative Gregg Siewert and Region VIII Representative Anne Jensen who will all finish their terms on December 31, 2011.

Among the numerous award recipients were JoEllen Delamatta, Judy Davis, and Margaret Haggstrom who received the 2011 AATF Dorothy S. Ludwig Excellence in Teaching Awards (see page 17). This award is sponsored by the late Robert Ludwig, former AATF Region I Representative and Honorary Member, who annually provided a cash award for the recipients which they receive in addition to a year's complimentary membership in the AATF and a one-year subscription to *Le Français dans le monde*. The AATF learned recently that Bob made a \$25,000 bequest to the AATF in his will to continue to fund these awards. This year, we awarded for the fifth time, the AATF CERAN Lingua Outstanding Chapter Officer Award which was received by Joanne Silver, longtime Secretary-Treasurer of the Philadelphia Chapter (see page 2). She will enjoy a one-week stay in one of the CERAN Lingua programs. Intercultural Student Experiences again sponsored the ISE Language Matters Award which was given to Dawn Young (see page 21). The award includes a cash prize, and ISE representative Tanja Gajewski made the presentation. Following the awards, we enjoyed a concert of traditional and original music by our own Tennessee Bob Peckham.

We would like to thank the representatives of Quebec who were so instrumental in the success of this meeting, Frédéric Tremblay and his successor Maria Beauséjour from the *Ministère des Relations internationales du Québec* and Flavie Hade and Marie-Hélène Beaupré from the *Centre de la francophonie des Amériques*.

Those who did not have early departures were able to take advantage of the final half-day of sessions and workshops. Following the convention many attend-

ees stayed to participate in the post-convention excursions to the *Sucrierie de la Montagne*, organized by Jumpstreet Tours on Saturday, July 9, or the excursion

to thank the staff members who helped make the convention such a success, Administrative Assistant Darla Phoenix and Amy Hanson and Liz Sterling who helped us throughout the process of planning and running the convention. AATF staff members were aided in their work by all the members of the Executive Council, the personnel of the *Delta Centre-Ville Hotel*, and the representatives of our AV supplier, CCR



Delegate Assembly

to Quebec City, July 9-11, organized by Prométour Educational Tours. The weather was magnificent throughout our stay.

In short, the 503 participants

tech-André, as the decorating Clarkson-Conway. The AATF would like to thank the speakers, exhibitors, and sponsors without whom the convention could not have happened.

Solutions and our technician well company



Executive Council

were able to enjoy 145 sessions and five workshops, 50 exhibit booths, numerous guest speakers, and several unique excursions. The AATF would like

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## FIND IT ON- LINE AT [www.frenchteachers.org]

- Chapter News & Officers
- Commission Reports
- French Cultural Service Offices
- Quebec Délégations
- Convention Information
- National French Contest

## JNCL-NCLIS 2011 ANNUAL MEETING SUMMARY

May 19, 2011, was the annual JNCL-NCLIS Legislative Day on Capitol Hill. After a series of briefings by Washington policymakers/congressional staff and lunch at a well-known Washington watering hole, JNCL-NCLIS Delegates visited the offices of their members of Congress. Despite the House of Representatives being engaged in a district work period, NCLIS members were able to meet with congressional staff and some delegates did meet with their Senator(s). At the debriefing on Friday, reports indicated varying degrees of success in members' advocacy for languages and specific legislation dealing with funding as well as new bills such as S. 1015 the Foreign Language Education Partnership Program, introduced by Senators Frank Lautenberg (R-NJ) and Daniel Akaka (D-HI). A House counterpart, HR 1966, sponsored by Representative Rush Holt (D-NJ), was introduced a week later. Some delegates

received offers from their members of Congress to co-sponsor this legislation. The Delegates' sense of the current political mood was cautious, conservative, and very concerned with finances and the economy.

On May 20, 2011, Delegates were welcomed and provided with a briefing and overview of the background and intention of the annual Delegate Assembly by JNCL-NCLIS President Dan Davidson. Executive Director J. David Edwards then spoke to the group frankly about the current state of policy. He explained that our mission always has been and continues to be encouraging and facilitating Americans learning another language. We have pursued various goals and objectives to achieve this. However, policy changes and so we must be ready to change with it. Right now is the most challenging time facing the language field, politically and profession-

ally, since JNCL-NCLIS was created at the recommendation of the President's Commission in 1981. The internal challenges are every bit as significant as the external ones and threaten to destroy our unity and effectiveness.

Jacque Van Houten, JNCL-NCLIS Treasurer and Chair of the Committee on the Future (COF), then explained the purpose of and the activities/methodology of the COF. She briefly summarized the results of a member survey, noting that many Delegates had participated and that everyone attending should have received the complete results and a summary.

The entire group then convened into four separate breakout sessions: Legislative Policies and Action, Organizational Structure, Sustainability, and Communication and Technology. Every Delegate had the opportunity to participate in two different breakout sessions.

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## *Découvrez Chicago!*

### *Congrès annuel de l'AATF du 5 au 8 juillet 2012*

# M MEMBERS' NOTES

In May 2011, at the residence of the French Consul in Cambridge, MA, Monsieur Christophe Guilhov presented AATF Region I Representative **Joyce Beckwith** with her promotion to the rank of *Officier dans l'Ordre des Palmes académiques*. Joyce teaches at and is the Department Chair at Wilmington High School (MA).

AATF member **Reid Lewis** recently received the *Médaille d'Or de Solidarité et Valeur* from *Renaissance française*, recognizing his public service to social works of a charitable, philanthropic, civic, or sporting nature. During the American bicentennial celebration in 1976, Mr. Lewis led a 23-person canoe trek to replicate the La Salle Expedition from Montreal to the Gulf of Mexico in 1681-82, creating temporary camps along the Mississippi River to teach residents about the French in America. He also re-enacted the 3,000-mile voyage of Joliet-Marquette in 1673-74 and served as consultant, translator, crew member, and actor in a film about the Mississippi River for the Cousteau Society. As founding member and board director of *La Compagnie des Amis de Fort de Chartres*, Mr. Lewis contributed to the restoration of the last 18<sup>th</sup>-century French fort built in the Illinois Country. The French government has awarded Mr. Lewis the rank of *Chevalier dans l'Ordre des Palmes académiques*.

Also in May 2011, professor **Murle Mordy**, Ottawa University (KS), was named *Chevalier dans l'Ordre des Palmes académiques*. Professor Mordy was the long-time Secretary-Treasurer of the Kansas Chapter and also serves as the National French Contest Administrator.

*La Médaille d'Or du Mérite Francophone*, awarded by *Renaissance française*, and which recognizes those who devote themselves to the development of the French language and culture in their country, was awarded to **Christopher P. Pinet**, Professor Emeritus of French at Montana State University and past Editor in Chief of the *French Review*. As Editor in Chief, Dr. Pinet conceived and edited special issues on Paris, Quebec and Francophone Canada, Martinique and Guadeloupe, the Francophone World (including Vietnam, Sub-Saharan Africa, the Maghreb and France, the Antilles and Vietnam), Francophone cinema, *Francophonie* in the U.S., French-speaking Belgium, and *Algérie/France*. In recognition of his work in promoting language and Francophone culture, the French Government named him *Officier dans l'Ordre des Palmes académiques* in 2010.

AATF Past-President **Albert Valdman** also received the *Médaille d'Or du Mérite francophone* from *Renaissance française*. He is Rudy Professor Emeritus at Indiana University where he established the Creole Institute, the only center in the U.S. which specializes in research and training in the area of applied linguistics with a focus on French-based creoles. He has written some 200 articles for journals and written or edited several books, including *A Dictionary of Louisiana Creole* (1998), *the Haitian Creole-English Bilingual Dictionary* (2007), and the very first *Dictionary of Louisiana French As Spoken in Cajun, Creole, and American Indian Communities* (2009). He is the founder and editor of the journal *Studies in Second Language Acquisition*. In recognition of his work, the French Government has named him *Commandeur dans l'Ordre des Palmes académiques*, and he was received into the *Ordre des Francophones d'Amérique* by the *Conseil supérieur de la Langue française* in Quebec.

## 2011 OUTSTANDING CHAPTER AWARD WINNERS

### Large Chapters

1<sup>st</sup> place: **Washington/Alaska/Alberta/British Columbia**

2<sup>nd</sup> place: **Maryland**

Honorable Mention: **North Texas**

### Small Chapters

1<sup>st</sup> place: **Mississippi**

2<sup>nd</sup> place: **Arkansas**

Honorable Mention: **Alabama**

## DICTÉE AU CONGRÈS DE L'AATF À MONTRÉAL

Il semble que les congressistes aient pris goût à la dictée, car la salle était pleine. Mais comme je l'ai fait remarquer: tous les participants sont des gagnants pour avoir le courage de se mettre au défi de l'orthographe française; il y en a simplement qui le sont un peu plus. Voir la liste ci-dessous.

Le texte a été conçu par Marie-Simone Pavlovich, Northwestern University (IL). Donc bravo à toutes et à tous qui sont venus s'amuser avec la langue française et bravo à tous ceux qui ont promis de s'entraîner pour l'année prochaine.

Grâce aux Éditions Larousse, nous avons pu remettre un dictionnaire aux gagnants qui sont les suivants:

Christiane Conesa-Bostock  
Béatrice Crémieux  
Claire Arnod  
Christiane Rey  
Jeanne Classe  
Bepty Laurençon  
Ann Williams  
Odile Grès  
Jennifer Wolter  
Linda Froehlich  
Clotilde Grès  
Fred Gitner

Si cela vous intéresse d'obtenir une copie du texte, contactez Marie-Simone Pavlovich. Et surtout amusez-vous à faire des dictées pour vos élèves et pour vos collègues, et revenez l'année prochaine.

Marie-Simone Pavlovich  
Northwestern University  
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## 2011 AATF SUMMER SCHOLARSHIP WINNERS

**Université McGill:** Farahnaz Ghazizadeh (North Texas)

**Gouvernement du Québec:** Alison Browning (Pennsylvania), Lindsey Evans (Chicago/Northern Illinois), Gregory Goodlander (Southern California), Kellye Guzik (Chicago/Northern Illinois), Christina Havlin (Virginia), Jean McDaniel (North Carolina), Whitney Painter (Alabama), Sara Parkening (Nebraska), Daniel Warrington (Maryland), Kristyn Weaver (Ohio)

**France:** Solace Amankwah (Central New York), Andra Durham (Chicago/Northern Illinois), Robin Hermans (Eastern Massachusetts), Rebecca Kendall (California), Jennifer Wilkerson (New Jersey)

**Walter Jensen Student Scholarship:** Bethany Meadows (Arkansas)

**Communauté française de Belgique:** Dara Fickes (Virginia), Luciana Jeler (Michigan)

# REGIONAL REPORTS

## REGION I: NEW ENGLAND

Results of *le Grand Concours*: Region I was ranked second overall, with 13,197 students enrolled, just 400 students behind Region III. The Eastern Massachusetts Chapter came in second, with 6,336 students enrolled, only 100 students behind the Chicago/Northern Illinois Chapter which came in first. Kudos to Contest Administrator Janet Wohlers from Eastern Massachusetts for maintaining these enrollment figures year after year. Connecticut came in 12<sup>th</sup> with 2,660 students enrolled. This is the second year for Contest Administrator Adina Alexandru who is working hard. New Hampshire came in 22<sup>nd</sup> with 1,672 with Jim Lambert continuing as Contest Administrator. The same three chapters ranked in the top 10 for FLES with Eastern Massachusetts coming in sixth place, Connecticut in seventh, and New Hampshire in tenth. These results are encouraging, and it is hoped that we will be able to keep up the momentum.

Respectfully submitted,  
Joyce Beckwith  
Region I Representative  
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## REGION II: NEW YORK AND NEW JERSEY

### Strength in Unity

Last year was one of visibility, unity, and advocacy for the ten chapters of Region II. The chapters remain in contact

folk and Metropolitan Chapters as well as with the AATSP, FIAF, and Quebec; they also sent representation to a celebration of the *Union alsacienne*, founded at the time of Franco-Prussian War. Each chapter has worked tirelessly to save French middle school and high school programs threatened because of budget cuts.

### Serving students of French

Each chapter is devoted to serving students of French by offering the *Grand Concours*, honoring its winners at their annual *distributions des prix*, and by celebrating National French Week. Western New York held National French Week poster and essay contests, sponsored *Béret Day*, the "Weather Outside" with French students on the TV Weather Report, a Gala reception prepared by a French chef, cooking demonstrations, a Career Panel featuring speakers who never expected to use French in their careers, and *le "Franco-Festival de Beau-Fleuve"* (from where the city of Buffalo got its name). Both the New Jersey and the Nassau Chapters organized a French Hockey Night, including a question and answer session with French-speaking players. The Nassau Chapter held its annual Aline C. Desbonnet Poetry Contest, and *Pays du Nord* Chapter Vice-President Jean Ouedraogo's classes at SUNY Plattsburgh met with a provincial delegate in Montreal as well as having a presentation by the U.S. Consul there. At

as well as the opportunity for French teachers, often alone in their district, to come together. Each chapter hopes to attract new members by showing them all the advantages of being a member of a national organization dedicated to French teachers. The New Jersey Chapter presented workshops on: Francis Debysier's *L'Immeuble* by Marie-Laure Hoffmann, "World War Two Resistance and Collaboration" by Barbara Barnett, and *Le Chambon sur Lignon* by Joanne Silver. Central New York offered workshops on the themes of cinema and reading. Sarah Woodward-Jones spoke on the film *Le Petit Nicolas*. Keynote speaker Robert Ponterio, Professor of French, from SUNY Cortland, presented "Cinéma et vidéo: langue et culture authentiques en classe," sharing activities for using film in French classes of all levels. Their spring workshop featured Mireille Le Breton, Nazareth College, who presented a workshop entitled "Enseigner la littérature africaine dans la classe de français langue étrangère," Sarah Schiralli who modeled a reading of *Mystère du château*, Joy Kelleher who presented her work on an in-depth unit for *Un Papillon dans la Cité*, Denise Mahns who offered ideas for incorporating *Les Misérables* into French classes at any level, and Jessica Cuello who presented her innovative ideas and examples of how students can creatively respond to modern poetry. Metropolitan New York sponsored *la Journée de la*

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*Each chapter has worked tirelessly to save French middle school and high school programs threatened because of budget cuts.*

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with their members through their Web sites and newsletters. The Central New York Chapter became an organizational member of their state language association (NYS AFLT), which then publicizes their events through e-mails and on their Web site. The Metropolitan New York Chapter has a partnership with the French Embassy, the *Organisation internationale de la Francophonie (OIF)*, the *Délégation générale du Québec*, the New York City Foreign Language Association (NYCFLA), the New York City Board of Education Languages other than English (LOTE) Programs, Columbia University's *Maison française*, and the *Association culturelle francophone* at the United Nations. The Nassau Chapter is working to strengthen ties with the neighboring Suf-

their *Soirée de poésie francophone* during National French Week, students and faculty members presented poetry from different countries of *la Francophonie*. In addition, the *Pays du Nord* Chapter, in conjunction with SUNY Plattsburgh and Clinton Community College, sponsored a showing of the film *The Rocket, Maurice Richard*. Twenty members of the men's ice hockey team attended the film. In late May, again in cooperation with SUNY Plattsburgh and Clinton Community College they sponsored the one-act play *Piecework: When We Were French* starring Abby Paige, which dealt with French-Canadian immigration to the U.S.

### Serving teachers of French:

Each chapter has offered a variety of professional development workshops

*Francophonie* with the participation of His Excellency Moussa Makan Camara, OIF Ambassador to the United Nations. The Western New York Chapter supported a concert/lecture by French gypsy guitarist, Stéphane Wrembel, who is very devoted to the works of Django Reinhardt and of guitarist Pierre Bensusan. They also organized an "African Visions" series, featuring Jean-François Gounard, Director of International Student Affairs at Buffalo State College, who spoke on "The French Language and Africa in the 21<sup>st</sup> Century," Dominic Thomas, Professor and Chair of the Department of French and Francophone Studies at UCLA on "African Immigration in/into France Today," and Beth Buggenhagen, Assistant Professor of Anthropology at Indiana

University in Bloomington, who spoke on "Muslim Culture and the Image Economy in Global Senegal." In addition, they co-sponsored a fundraiser for Haiti with Asakivle Buffalo Friends of Haiti, called "Haiti in Color and Concert." It was an exhibit of Haitian art, an art auction, and a concert featuring a chorale group and two musical groups. They also provided many opportunities to come together to share fine French meals, theater opportunities, and even a *Beaujolais nouveau* celebration.

**Noteworthy teacher contributions**

Although far from complete, several Region II teachers have made some noteworthy contributions this year. In Central New York, Françoise Piron collaborated with her colleague, Mary Ellen Shevalier, to offer grass roots answers to students, teachers, parents, administrators and policy makers by addressing the shortcomings of our current educational system in their book: *World Class: The Re-education of America*. Harriet Saxon, Polly Duke, and Diane Paravazian, from the Metropolitan New York Chapter gave presentations at NYCFLT and LOTE Conferences. Two *Pays du Nord* teachers were particularly active this year. Miriam Worthington's French classes received special mention in the local newspaper for developing French menus for local restaurants catering to tourists from Quebec. Her classes also had a culinary lesson in a restaurant in Montreal, performed an interactive puppet show at a local elementary school, and sponsored a Club Café Concert. Their grand finale this year was a float in the Fourth of July Parade whose theme is Franco-American friendship. Nancy Blais who resides in Quebec worked with her 7<sup>th</sup> grade students who went to the 6<sup>th</sup> grade classrooms to buddy-teach French during International French week and Foreign Language Week. In addition to celebrating Mardi Gras, they visited a lavender farm in Franklin, Quebec and met with their cross-border penpals at Arthur Pigeon School in Huntingdon, Quebec. They also wrote to penpals in France and a French class in a neighboring district all year. *Pays du Nord* Chapter President David Graham is continuing to work on a grant to update and revise the book *J'aime New York: A Bilingual Guide to the French Heritage of New York State*, with completion of the project set for September 2011 and release of the book by December 31.

Respectfully submitted,  
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**SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB**

The *Société honoraire de français* now has information up on the Web site at [www.frenchteachers.org/shf]. You will see the link to information about starting a chapter, including the form, a sample constitution, suggestions for initiation ceremonies and the form to report new student initiates and information on ordering supplies. Charters and materials can now be ordered through our on-line store. We hope this will facilitate your communication with the Executive Secretary who can be reached at AATF *Société Honoraire de Français*, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733; E-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

**FIND IT ON- LINE**

Here are some useful links to frequently requested items:

- AATF Convention Information [www.frenchteachers.org/convention]
- Chapter News & Officers [www.frenchteachers.org/chapterofficers.htm]
- Commission Reports [www.frenchteachers.org/hq/commissions.html]
- French Cultural Service Offices [www.frenchculture.org]
- Quebec *Délégations* [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]
- If you can't find what you want on the AATF Web site, click on Headquarters.

**ORDER AN AATF MEMBERSHIP ID CARD**

What is lightweight,, easy to obtain, and a must for the budget traveler? An AATF membership card! It is all of the above, and easily available to all our AATF members with a written request to the National Office or send an e-mail to [aatf@frenchteachers.org].

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

The advantage of the AATF membership card is the fact that it is written in French and thus is understandable to all. Several years ago teachers received free entrance to major French museums such as the Louvre. This is no longer the case.

However, some city and departmental museums as well as private museums will grant teacher discounts upon seeing the AATF membership card. I always ask whenever I visit any museum in France and hope for the best. Sometimes the policy is to grant full admission; often-times I am granted admission at a reduced price. Some bookstores in France also grant a 10% reduction to teachers upon seeing a card.

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

Ann Sunderland  
AATF President

AATF members can obtain an official AATF membership card by sending a SASE to: AATF Membership Card, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Chapters can order cards in bulk for distribution to their members.



American Association of Teachers of French  
Année \_\_\_\_\_

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\_\_\_\_\_ La Secrétaire générale

# ARTICULATED FOREIGN LANGUAGE PROGRAMS IN GRADES K- 12: TWO STORIES OF SUCCESS

## Introduction

In today's global society, leaders in business, education, and government across the U.S. agree that there is an immediate and critical need for highly proficient speakers of languages other than English. This need makes it imperative that foreign language educators work toward implementing articulated programs in grades K-12 in order to provide the amount of time that is essential to developing highly proficient speakers (Edwards, Lenker, & Kahn, 2008). As a French teacher interested in programs that produce proficient students, I conducted a research project in the fall of 2009 as a requirement of my master's program in Education that investigated characteristics of articulation of the French program in the local school district of the university where I was studying. The results of this study helped me better understand program design that leads to successful articulation. After completing this study, I was given the opportunity to extend my

The study done by Gilzow and Branaman in 2000 about successful elementary foreign language programs revealed similar characteristics that can be applicable to K-12 programs, including a standards-based curriculum for a continuous sequence of study, outcomes that are aligned with goals, consistent program evaluation, knowledgeable leadership, and strong community support (p. 2). Currently, the *Standards for Foreign Language Learning* provide national expectations for what students should be able to do in a foreign language and that states and districts should follow in offering language study beginning in the early grades and continuing through high school (National Standards Project, 1996). The ACTFL Performance Guidelines for K-12 Learners support the national standards in providing a measurement gauge for performance-based instruction and assessment practices to document students' language progress as they move

As more and more programs are envisioned across America to graduate proficient speakers of other languages, the interest in researching articulated program design has increased, but the actual completion of the task is far from realization (Rhodes & Pufahl, 2008). Because North Carolina is a state that has been at the forefront for many years in developing articulated programs that are proficiency-oriented and has worked to establish pipelines of foreign language study across the state, there is much to be gained by examining this state's work accomplished to date (North Carolina, 2004). Therefore, in order to learn about a foreign language program that is working toward sequential language study beginning in the early grades, the researcher conducted a study to learn more about how the French program in a public school district in North Carolina has been successful in offering a program that begins in grade 3 and

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*Following the goals established by the national standards which promote an early start and uninterrupted sequence of study in grades K- 12, school districts can make articulated programs with long-range proficiency outcomes a reality for our nation's students, thus preparing them to be global citizens in the 21<sup>st</sup> Century.*

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research to a second project in France which examined characteristics of the English as a Foreign Language program in selected schools beginning in the lower grades and continuing through the terminal year. The findings presented in this article offer ideas for consideration as school districts across the U.S. endeavor to provide programs of foreign language study that help students attain the level of proficiency needed to live and work in our global society.

## Background on Articulation

A well-articulated foreign language program requires thoughtful planning as there are many factors to consider in providing a long and continuous program of study. These include a design that is both horizontal and vertical, clear goals and expectations, an interdisciplinary curriculum, gradual program expansion, consistent program evaluation, and appropriately trained staff (Durward, 1984; Gahala, 1993; Lange, 1982; Gilzow & Rhodes, 2000; Tucker & Donato, 2001).

through the levels of novice, intermediate, and pre-advanced in grades K-12 (ACTFL, 1998). While the Standards and Performance Guidelines provide goals for our nation's schools to offer all students the opportunity for a sequential program of study that leads to proficiency development, the ultimate decision regarding foreign language requirements and assessment criteria rests with individual states and districts. At a time in our history when the need is critical to produce highly proficient speakers of languages, it is imperative that decision-makers, stakeholders, and leaders in K-12 education become informed about designing and sustaining quality foreign language programs with proficiency outcomes. An articulated program that is both standards and performance-based and that begins in the early grades, continuing through grade 12 is key to producing students with a high level of proficiency in a foreign language.

## From Theory to Reality: One Program in Action

continues in an uninterrupted sequence through grade 12. It is important to note that at the time this study was conducted, the early grades program in this district had been in existence for over 40 years which makes it the longest-running program in the state. The methodology of this study included personal interviews with twelve participants, nine French specialists in grades 3-12 and three local administrators whose roles involve program leadership. The study took place between October and December 2009 and data were collected using a self-designed interview instrument that focused on characteristics related to articulation of French study.

Based on the responses of the interviewees, the findings revealed that many of the characteristics cited in current research about successful articulated foreign language programs are present in this district, beginning with clear evidence that the teachers are striving towards language proficiency goals in their instruction. The primary characteristics of a successful program found in this

district are the following: a well-designed standards- and performance-based curriculum, on-going collaborative efforts by teachers and the foreign language coordinator towards program continuity, and strong leadership on different levels. With regard to leadership, the teachers noted that they feel well-supported because of the district coordinator's commitment to improving the program through professional development opportunities for teachers, meetings to discuss articulation, and annual district-wide assessment of students' language development at specific levels: grades 5, 8, and 12. Teachers and administrators indicated that while the program continues to face various challenges, such as budget cuts that lead to discussions of program reduction each year and inconsistent overall language expectations for each level—elementary, middle, and high school—, it is largely due to the leadership of the district's foreign language coordinator that commitment to program articulation has been realized for many years. Although the success of

strong leadership, a coherent framework for the program, use of technology, and ongoing teacher development as important factors in successful foreign language programs (Christian, Pufahl, and Rhodes, 2005).

One country not included in the 2005 study was France, a country that offers a curriculum and articulation model for English as a Foreign Language meriting consideration when examining characteristics of articulated programs. As a French teacher, the researcher took interest in the steps France takes to develop students with a high level of proficiency in English. Through Richter Scholar Memorial funds at Wake Forest University, a study was conducted to learn more about the English as a Foreign Language Program in the greater Paris region that begins in the early years and ends in *terminale*. The methodology of this study included personal interviews with nine participants: eight English specialists from *primaire* (elementary school) through *lycée* (high school) and one administrator whose role involves program

*calauréat* align. Further research would be necessary to examine the relationship between instructional and assessment practices used in English classrooms, the national curriculum for English as a Foreign Language, and the English assessment on the *baccalauréat*. The researcher learned that France is undergoing reform efforts during the current school year to promote collaboration among teachers of English as a Foreign Language of all grade levels.

Several teachers interviewed in this study noted two specific areas that they felt were weaknesses in overall efforts to provide proficiency development in English. They discussed what they viewed to be the lack of emphasis on the use of culture as the context for language instruction and the need for professional development opportunities for teachers. The current reforms proposed for the 2010-2011 school year may lead to increased collaboration among teachers and according to teachers' responses in this study, there is evidence that English teachers in France are interested in the

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*The study revealed that in many countries, foreign language is viewed as a core subject that begins early and continues throughout one's academic curriculum with proficiency as a goal.*

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this one district cannot be generalized to the entire country, the difficulties that this district faces are similar to those currently encountered by other schools and districts across the U.S.

#### **From Theory to Reality: One Country in Action**

In 2001 the Council of Europe adopted the Common European Framework of References for Languages which created standards for teaching and assessing levels of proficiency for foreign languages across all countries in the European Union, much like the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* (National Standards Project, 1996) and the ACTFL Performance Guidelines for K-12 Learners (ACTFL, 1998) in the U.S. In a study done by Christian, Pufahl, and Rhodes (2005) about foreign language study in other countries, several key reasons for successful results were found to produce proficient speakers of languages that we can benefit from in the U.S. The study revealed that in many countries, foreign language is viewed as a core subject that begins early and continues throughout one's academic curriculum with proficiency as a goal. It also cited

leadership. The study took place in May 2010 and data were collected using a self-designed interview instrument that included questions regarding program design for the English as a Foreign Language curriculum.

This study revealed interesting findings regarding articulation of English as a foreign language. In France as well as in many other countries, foreign language study is required beginning in the early grades and the program follows a national curriculum which provides sequential study. Most interviewees mentioned that language study is mandatory but that students are given the option of which language to study. The researcher learned from speaking to the interviewees that the Ministry of Education oversees both the national curriculum and the final assessment used to evaluate students' English language development on the *baccalauréat*, the exam taken to complete the *lycée* and pursue university studies. Based on the interviews, it was not clear to the researcher how the goals and expectations of the national curriculum and the expectations of the English as a Foreign Language exam on the *bac-*

changes that the educational reform initiatives may yield which can positively affect the teaching of English. Regardless of the perceived challenges in France related to the English as a Foreign Language Program, the study revealed that France continues to graduate students who speak English. This success can be attributed to the fact that there is a national curriculum for a long sequence of foreign language study and a requirement for students to begin study early, continuing through high school.

#### **Conclusions**

When comparing the characteristics of an articulated English as a Foreign Language Program in France with the current approach to foreign language study in the U.S., one can see that the U.S. is making strides to provide similar goals for K-12 foreign language study. The *Standards for Foreign Language Learning* (National Standards Project, 1996) and the Performance Guidelines for K-12 Learners (ACTFL, 1998) are similar to the Common European Framework of References for Languages (Council of Europe, 2001). The national standards provide a framework for states and local districts to

use in designing programs that focus on proficiency outcomes.

While expectations in France and the U.S. are similar in terms of benchmarks for proficiency, the expectation for foreign language study is different in France than in the U.S. In France, the national curriculum sets in place a long sequence of study from *primaire* through *lycée*, and there is a requirement for students to complete study sufficient to pass the English portion of the *baccalauréat*. This approach, which has been in place for many years, shows strong evidence of the language outcomes that can result from a program that begins early and continues in a long sequence of study. Therefore, as districts across the U.S. look to the future in providing foreign language study in grades K-12 that can produce students who are able to communicate ably, it may be of benefit to consider the successes of other countries such as France.

Following the goals established by the national standards which promote an early start and uninterrupted sequence of study in grades K-12, school districts can make articulated programs with long-range proficiency outcomes a reality for our nation's students, thus preparing them to be global citizens in the 21<sup>st</sup> Century.

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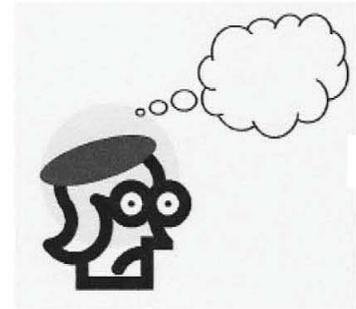
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If you move, you need to inform *Le Français dans le monde* directly. The AATF cannot keep track of and communicate these changes. Use the form on page 30 to notify the AATF or send an e-mail to [address@frenchteachers.org], AND send any address changes for *Le Français dans le monde* to [fdlm@fdlm.org].

## AATF Tête-à-Tête



- **Feeling alone?**  
(*Je me sens seul(e)...*)
- **Running out of ideas?**  
(*à court d'idées...*)
- **Program in danger?**  
(*programme en danger...*)
- **What can I do?**  
(*Contactez-nous!*)



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**Teacher-to-  
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# PARLEZ- VOUS... POSTER SERIES



This series of six full-color 11x17" promotional posters for French teachers is based on the themes *Parlez-vous... histoire?...cuisine?...civilisation?...sciences?...sports?* and finally *Parlez-vous...français?* They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. Includes a 123-page guide for using the posters to promote French. Thumbnail sketches of the six posters can be viewed at [www.frenchteachers.org/hq/materials/material.html]. Send this form and payment of \$25 (members)/\$40 (non-members) to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733. Prices valid through 12/31/2011.

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## NATIONAL FRENCH WEEK PROMOTIONAL ITEMS PLAN NOW FOR NOVEMBER!



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

	Quantity	Total
Bumper Stickers: National French Week: November 8-14 [50 cents each or 10 for \$4]	_____	_____
Pencils: La Semaine du Français: du 8 au 14 novembre [4 for \$1]	_____	_____
Buttons: On est les meilleurs! [65 cents each or 10 for \$6]	_____	_____
Balloons: National French Week: La Semaine du Français [10 for \$1]	_____	_____
**SPECIAL: Order 25 of each item (100 items total) for \$25 (a 20% savings)	_____	_____
Posters: Copies of the 2011-2012 promotional poster are available while supplies last. [\$2 each or 10 for \$15]	_____	_____
T-shirts (blue with white logo design)	_____ T-shirts x \$13 _____ M _____ L _____ XL	_____
	_____ T-shirts x \$14 _____ XXL	_____

Total enclosed for promotional items. \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
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Send this form with payment to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Photos of all items are available on the National French Week Web site: [www.frenchteachers.org/nfw]. All materials can be ordered through our on-line store. Direct questions to [aatf@frenchteachers.org].

# AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARDS

## MIDDLE SCHOOL LEVEL

**JoEllen Delamatta** a été professeur d'anglais en France et elle enseigne le français au *Daniel Morgan Middle School* (VA). Ses élèves continuent à lui poser des défis. Soit le primaire, le collège, le lycée ou l'université, chaque niveau la fait réfléchir différemment. Un petit poème est né pour une classe de sixième qui demandait un peu plus l'année passée.

La France  
Elle est grande  
Elle est belle  
La France m'envole  
Vers le ciel.  
Paris, Marseille  
Lyon, Bordeaux,  
Tout ça  
Me semble si beau!  
Donne-moi une image  
Prête-moi ta voix  
Comme ça moi  
Je peux parler comme toi.  
Les crêpes, les fromages,  
Le chocolat, et les partages  
Me rappelle pourquoi  
Je veux parler FRANÇAIS!

JoEllen Delamatta  
octobre 2009

## HIGH SCHOOL LEVEL

**Judy Davis** has been teaching for the past 16 years at Seattle Preparatory School (WA). Her experience at the secondary level includes both public and private schools in Oregon and Washington where she has worked tirelessly to maintain French programs. An advocate of exchange programs, Judy has collaborated with a number of *lycées*, and currently her students exchange with *Lycée Blanche de Castille* in Nantes.

As a member of the AATF for her entire teaching career, Judy has served on boards both in Oregon and Washington, presented and presided at conferences, and has contributed to the Washington Chapter's newsletter *Le Canard déchainé*.

Judy has benefited from a number of French Government grants, a Fulbright teaching assistantship, and an NEH Grant. After her NEH seminar in Senegal, Judy made contacts with Senegalese living in Seattle and brought them into her classroom to lead conversations in French. This involvement culminated in 2005 with a *soirée sénégalaise* sponsored by her students and a local Senegalese chef. The event featured her students as masters of ceremonies and highlighted Senegalese music, dance, and communal life. After a second trip, she has organized

yearly fundraisers for Senegalese schools. These activities not only allow students to experience Francophone culture directly but also foster a sense of a shared heritage, based in the French language, with the Francophone world.

Experiential learning is something Judy values. She tries to incorporate hands-on experiences such as an authentic *déjeuner français* where students prepare a four-course meal, a *thé sénégalais*, and a dance class with a professional dancer from Senegal. Judy is especially grateful to her incredible mentors among the AATF community past and present.

## POST-SECONDARY LEVEL

**Margaret Haggstrom** received her B.A. and M.A. from the University of Texas at Austin and her Ph.D. from the University of Minnesota. She is Associate Professor of French at Loyola University Maryland where she teaches courses in language, literature and culture at all levels. She is head of the French section and faculty advisor for Loyola's study abroad program in Montpellier, France.

Dr. Haggstrom does research in the area of foreign language pedagogy and has had articles published in journals such as *The French Review*, *ADFL*, *Foreign Language Annals*, and the *Canadian Modern Language Review*. She was first author of *Portes ouvertes*, a first-year college French program published by Holt, Rinehart and Winston. Along with four coauthors, she is currently completing a first- and second-year comprehensive college French program to be published by Pearson in 2013. Her favorite course to teach: first semester French!

## LOOKING FOR AATF MATERIALS?

You will find a complete listing of AATF promotional and pedagogical materials on page 38 of every issue of the *National Bulletin*.

- All AATF materials are available in our On-Line Store at [www.frenchteachers.org]
- A printable color catalogue of all materials is now on-line as well.
- Orders can be mailed, faxed, or completed on-line!

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**theworldspeaksfrench.org**



JoEllen Delamatta



Judy Davis



Margaret Haggstrom

## ADVOCACY FOR FRENCH PROGRAMS

The advocacy site created by Robert "Tennessee Bob" Peckham provides a plethora of information to support French programs at all levels. A number of sites for state advocacy of French are on-line. If your state is not among these sites, please contact T-Bob [bobp@utm.edu] to add to the list. Our goal is advocacy for all 50 states! A link to the Advocacy Depot is provided at [www.frenchteachers.org].

- Advocacy Fact Pact for Arizona [www.utm.edu/staff/globeg/azadvocacy.html]
- Arkansas Needs French [www.arkansasfrench.org]
- Idaho Needs French [www.iatlc.org/downloads/Idahofactpack.htm]
- Illinois Needs French [www.aatfchicnorthil.org/Advocacy.htm]
- Indiana Needs French [www.valpo.edu/foreignlang/aatf/advocacy/placesandpeople.html]
- Kansas Needs French [kfla.lawrence.com/aatffactpack.htm]
- Kentucky Needs French [www.french.kwla-online.org]
- Louisiana Needs French [www.utm.edu/staff/globeg/louisiana.html]
- Massachusetts Needs French [www.faculty.umb.edu/brian\_thompson/maneeds.htm]
- Advocacy Fact Pack for Michigan [flabs.emich.edu/mi-aatf]
- Minnesota French Facts [www.mnaatf.org/1d.htm]
- Missouri French Facts [flamnet.org/MOFrench.doc]
- New Jersey [www.utm.edu/staff/globeg/newjersey.html]
- New York Needs French [www.utm.edu/staff/globeg/nyadvocat.html]
- Advocacy Page for North Carolina [www.ncaatf.org/advocacy.html]
- Advocacy Fact Pack for Ohio [www3.uakron.edu/modlang/aatf/ohiofrench.html]
- Tennessee Needs French [www.utm.edu/staff/globeg/frtnadvoc.shtml]
- West Virginia Needs French [www.utm.edu/staff/globeg/frenchwv.html]

## CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

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

### PLATINUM LEVEL BENEFACTOR:

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

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

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

**BRONZE LEVEL BENEFACTOR:** Awarded to any member who contributes at least \$1000 in a given year to the AATF; will receive a framed certificate, be placed on the Web site Honor Roll of donors.

Members will also be recognized each November in the *National Bulletin* as a Sponsor (\$500-\$999), Patron (\$100-\$499), Sustaining Member (\$50-\$99). However, we welcome contributions in any amount. We are nearly 10,000 members strong, and if every member donated only \$1, we would have \$10,000 to devote to scholarships and the development of promotional materials and activities. Please consider making a donation to the AATF Fund for the Future as you return your dues invoice this fall. Contributions are tax deductible.

**BE SURE TO VISIT THE JNCL  
WEB SITE  
www.languagepolicy.org**

## AATF MEMBERSHIP DRIVE

The AATF is again sponsoring a membership recruitment campaign. Just as we seek to promote the study of French among our students and administrators, we must also promote membership in the AATF to all our colleagues, in particular our younger colleagues. We ask you to reinforce the benefits of belonging to a professional association to your colleagues.

### How It Works

We are offering a special pay-two-get-one-free incentive to current members to recruit new members. If the current member can get two new members to join, 2012 membership will be free. The requirements are:

- the two new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- the current member's preprinted renewal invoice should, if possible, accompany the two new forms;
- if the current member has already paid 2012 dues, the free membership will be applied to the next year; no refunds will be made.

If you are a teacher trainer, encourage your students who are planning a career in teaching French to join as student members. Membership forms are available on the AATF Web site [www.frenchteachers.org], or we will send membership forms to anyone who requests them.

If you have access to state or local mailing lists of French teachers or members of other language organizations, please think to forward those lists to us, and we will verify whether or not they are already members of the AATF and, if not, do a special mailing to them.

The lists must be current and must contain specifically French teachers. Please help us recruit new and veteran teachers to help the AATF continue to be a dynamic and growing organization!

## UPCOMING AATF CONVENTIONS

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

- Chicago (July 5-8, 2012)
- Providence or New Orleans (2013)

# FRENCH STUDENTS SUPPORT ST. JOSEPH'S SCHOOL IN HAITI

French teachers and their students have made a difference in Haiti. As a result of an article published in the *National Bulletin* last spring, 16 schools and three French teachers have contributed support for St. Joseph's School in Dubré.

We were able to purchase uniforms, socks, and soccer shoes for both teams at St. Joseph's School. These uniforms were made and purchased in Haiti to support the Haitian economy.

In Central New York, French students at Fayetteville Manlius and Bishop Grimes High Schools and East Syracuse Minoa Middle School held fundraisers for the uniforms. Jamesville DeWitt High School French V students collected 117 pairs of eyeglasses for Haiti and made alphabet cards. Chittenango French students made science, color, shape, and alphabet posters for St. Joseph's School. Local French teachers Maryse Whorrall, Donyce McCluskey, and Richard Ernst donated funds for soccer uniforms and teacher training.

On a national level French students responded to the call. The following schools contributed generously: North Yarmouth Academy (ME), Parkland High School (PA), Neptune High School (NJ), Hotchkiss School (CT), Wheaton Academy (IL), Union Catholic High School (NJ), The Pennington School (NJ), and Martin High School (TX).

In addition, Mary Montgomery High School (AL) raised money



to purchase globes, and they started a penpal correspondence with the teachers at the school. Hempfield High School (PA) raised funds for two student scholarships by having a fashion show. Oak Ridge High School (CA) donated very generously to the iF Foundation [www.if-foundation.org] to support micro-loans for small businesses, animal husbandry, and farming in Dubré. Oak Ridge High School is the proud sponsor of a pig farm

in Haiti. This will directly help the parents of children at St. Joseph's earn a living.

Margot Stiassni-Sieracki, a French teacher in Maine, donated books in French and Creole, and she put us in touch with *Lectures de France*. Christine Cotton, owner of the on-line book company based in Chicago, has designated St. Joseph's School as the recipient of donations made to Haiti through *Lectures de France*. Go to the Web site at [www.lecturesdefrance.com].

Click on St. Joseph's School, and you will see what books and teaching materials have been donated already. *Lectures de France* will donate 50 cents for every dollar donated to St. Joseph's School.

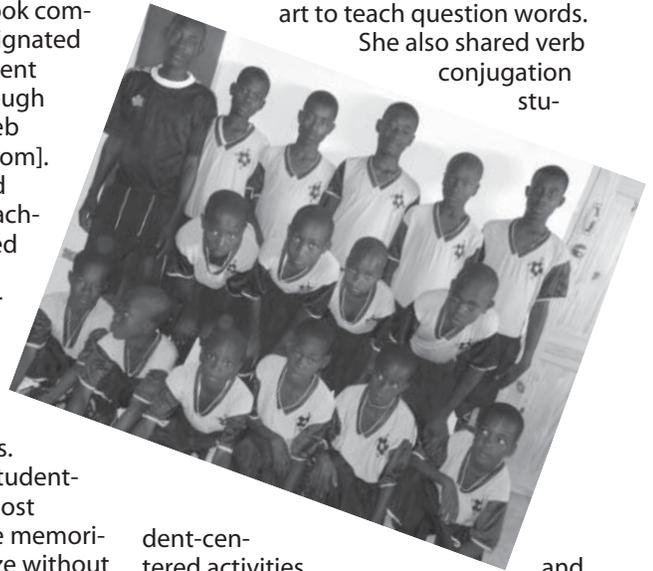
The teachers are receiving training in how to teach the use of children's literature to develop critical thinking skills. They are also being trained in student-centered methods. Currently, most teaching in Haiti is done by rote memorization where students memorize without comprehending. *Lectures de France* is also accepting donations for the Community Library being built by Bob Hood in Thibeau. In addition, *Lectures de France* is donating books in Creole to four adult literacy centers. Look at the list of titles, and consider ordering a book for your own French class when you donate. Even a very small donation makes a difference. French Clubs might want to raise funds to donate books to Haiti.

A group of eight members of the Central New York Alliance for Haiti spent a week in April presenting workshops on teaching methods at St. Joseph's School.

We presented communicative, student-centered methods that encourage critical thinking in math, French, and pre-school art. We also taught English classes for adults at the Kara Hood Community Center in Thibeau. Stefan Merchant, a French student of Abbe Guillet, served as teacher assistant in the pre-school class. Stefan used his French on a regular basis and also spoke creole that he quickly learned. He distributed cards, made for the soccer teams by French students in North Yarmouth Academy (ME), to the two teams who proudly wore their new uniforms. Scott Manuel was the lead teacher for the English classes and also served as translator for teacher, Marilyn Cornell, who shared art methods

with the pre-school teachers. Teacher Harry Dross repaired the principal's computer. This procedure was translated and explained to the principal by Scott Manuel. Georgette Schmidt shared communicative methods using Haitian art to teach question words.

She also shared verb conjugation stu-



dent-centered activities and taught the Haitian teachers how to make their own student-centered materials. Georgette also translated for math teacher Karen Dross as she explained hands-on math methods and how to make and use a flannel board for math. Wynetta Devore, Syracuse University, assisted in the pre-school art classes. On the last day we co-taught with the Haitian teachers and tried out the methods in the classrooms. We also visited four literacy centers funded by the CNY Alliance for Haiti. Bob Hood, the principal donor for St. Joseph's School, assisted the teachers in every way possible as well as planned repairs to the school latrines, planned a water system for the school, measured for bookshelves, tables/chairs for the school cafeteria.

If your French Club is interested in supporting St. Joseph's School, please contact Georgette Schmidt. The school is in need of support in teacher training, teacher salary supplements, student scholarships, book donations through *Lectures de France*, a water system for the school, dental care for the children, tables/chairs for the cafeteria.

If your French Club is interested in supporting economic development in Haiti through micro-financing of agriculture and small businesses, please go to the iF Foundation Web site for more information at [www.if-foundation.org].

Georgette Schmidt  
[gschmidt@twcny.rr.com]

## NOW AVAILABLE: THE WORLD SPEAKS FRENCH FLYERS & POSTERS

Flyers produced during the national PR campaign for French are now available. Professionally-designed, four-color flyers highlight why French is still the language to study. Copies of promotional postcards to be sent to local administrators will be sent free of charge with all orders.

- \_\_\_\_\_ 50 copies of The World Speaks French flyer @ \$25
- \_\_\_\_\_ 100 copies of The World Speaks French flyer @ \$40
- \_\_\_\_\_ 1 copy of The World Speaks French poster @ \$4 each
- \_\_\_\_\_ 10 copies for \$20
- \_\_\_\_\_ 3-inch World Speaks French stickers @ 50 cents each
- \_\_\_\_\_ 25 pencils for \$6.25
- \_\_\_\_\_ World Speaks French pocket folders @ \$2 each
- \_\_\_\_\_ 5 copies for \$10
- \_\_\_\_\_ 25 copies for \$50
- \_\_\_\_\_ 50 copies for \$75
- \_\_\_\_\_ 100 pencils for \$25
- \_\_\_\_\_ Check here if you would like 10 administrator postcards at no additional cost
- \_\_\_\_\_ Check here if you would like 25 administrator postcards at no additional cost
- \_\_\_\_\_ World Speaks French Promotional Kit (includes 100 flyers, 50 postcards, 50 pencils, 5 posters, 10 pocket folders, and 10 stickers) @ \$75

Name \_\_\_\_\_

Address \_\_\_\_\_

Tel: \_\_\_\_\_ E-mail: \_\_\_\_\_

Send this form and payment to AATF/FLI, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

### **LA FRANCE DIVISÉE**

This 36-min. documentary film explores the two sides of France during World War II: the collaboration with the Vichy government as well as the courage of many Righteous Gentiles and members of the Resistance. It also includes interviews with seven French people: a Holocaust survivor, three child survivors, two historians, and a leader of the French Resistance. Each interviewee presents a very different account of his/her experiences. The film concludes with actual footage of two historic apologies from the French government and Catholic Church. President Jacques Chirac publicly apologized for France's role in the deportation of Jews (1995), and Bishop Olivier de Berranger apologized for the silence of the French Catholic Church and asked for forgiveness (1997). Written, produced, and directed by Barbara P. Barnett and Eileen M. Angelini. Recommended for high school or college.



Mail or fax this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; fax: 618-453-5733. Prices include postage and handling. Also available through the on-line store.

*La France divisée* (DVD with French, English, and no subtitles), includes Study Guide

\_\_\_\_\_ copy (ies) x \$30 (members)/\$35 (nonmembers)

\_\_\_\_\_ Check enclosed. Make check payable to AATF.

\_\_\_\_\_ Credit card \_\_\_\_\_ Exp. date \_\_\_\_\_ Security code \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

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

Daytime telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

## CELEBRATE NATIONAL FRENCH WEEK



# NOVEMBER 8- 14, 2011 & 2012





## BON VOYAGE!

Language acquisition is a journey into new countries, new cultures, new experiences, new sounds, new gestures, and new holidays. Consider the classroom as the vehicle for the trip as the students discover through learning French what is different in Francophone countries and what we all share. Explore the French calendar with its saints' names assigned to each day and the colorful holidays to celebrate through the year. Replicate a real *billet d'avion* and *une carte d'embarquement* for each student. Create un *passport* as a springboard for students to give personal information—name, age, address, birthday, occupation. Embellish it with physical descriptions, a photo, a family tree. Begin your year as *l'hôtesse de l'air* with the familiar welcome and safety instructions. This was such fun that the students wanted to learn the script, so after a few weeks of reading it chorally, each took turns at the beginning of every class as a wonderful exercise in pronunciation and intonation. By the end of the year, pronunciation gelled, intonation became authentic, and they added the appropriate gestures. They were all ready for a career in the airlines!

The passage below is a transcription from my trips, but you could probably contact Air France for the official script. *Bon voyage!*

Bonjour, Mesdames et Messieurs. Nous vous souhaitons la bienvenue à bord de ce Boeing 747 à destination de Paris. Nous vous invitons à bien attacher vos ceintures de sécurité et de mettre vos baggages à main dans le coffre ou sous le siège devant vous. À partir de maintenant, l'usage du téléphone portable, des *gameboy* et des ordinateurs est interdit. Nous vous demandons également de respecter le règlement de non-fumeur tant dans la cabine que dans les toilettes.

Cet appareil est équipé de dix portes d'évacuation. Regardez devant et derrière vous pour identifier la porte la plus proche. En cas de diminution de pression, un masque tombera automatiquement. Mettez le masque sur votre visage avant d'aider un enfant. Sous votre siège se trouve un gilet de sauvetage. Passez le gilet par-dessus la tête, attachez-le et gonflez-le en tirant sur les cordons rouges.

Nous vous souhaitons un agréable vol. Merci de votre attention et toutes nos excuses pour nos quelques minutes de retard.

We invite FLES\* and middle school teachers to share ideas, classroom gimmicks, games for oral interaction, National French Week activities, and successful lessons with other AATF members. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; e-mail: [mmemiller@aol.com].

Elizabeth Miller  
Crystal Springs Uplands School (CA)

## 2011 ISE LANGUAGE MATTERS AWARD

For the past 15 years in the Charlotte area, **Dawn Young** has been passionate about sharing with young people the opportunities and connections possible when one knows more than one language. Through the teaching of French (and occasionally Spanish), Dawn has continually sought occasions to bring her students in touch with authentic language and native speakers, and has organized numerous language immersion camps, student exchanges, as well as calling upon members of the Francophone community to come and interact with her students. These interactions have included project coaching as



well as open interviews about life as a Francophone in the Carolinas. She seeks to incorporate art, movement, poetry, music, and technology into her teaching so that students can explore various ways of learning, with the hope that they see that language is dynamic and

changing—relevant to their lives and the world in which they live.

In her third year as the upper school French teacher at Charlotte Christian School, she recently took a group of students for an inaugural language homestay program with the community of Aix-en-Provence. This summer, she is coordinating with her high school students a French immersion camp entitled "Autour du monde francophone" for children ages 6-8. Her two sons will be among

the young campers as Dawn and her students plant the seeds of language learning as a fun experience to pursue in the years to come; the hope is that the campers today may become future students and lovers of French—*juste comme Mme Young*.



### CHECK THE WEB FOR UPDATES

The Web site will have regular updates on AATF activities including Scholarships, National French Week, Awards at [www.frenchteachers.org].

# 2011 NATIONAL FRENCH WEEK CONTESTS

The theme for 2011 is "La Francophonie: L'Avenir du français/Francophonie: The Future of French"

## ESSAY CONTEST

**Deadline:** Postmarked by **October 15, 2011.**

**Send to:** AATF NFW Contests, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; e-mail: [nfwcontests@frenchteachers.org]

**Guidelines:** Each entry must be the original work of a current French student whose teacher is an AATF member for 2011. No group entries. There is a limit of five entries per school. Essays must be written in English and be typed or word processed. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, e-mail address, and AATF chapter name must be written on the front of the essay. Submissions with incomplete information will not be judged. The required essay lengths, by division, are:

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

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

## POSTER CONTEST

**Deadline:** Postmarked by **October 15, 2011.**

**Send to:** AATF NFW Contests, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; e-mail: [nfwcontests@frenchteachers.org]

**Guidelines:** The poster theme must appear on each entry. No copyrighted figures (ie. Snoopy, Astérix) accepted. Each entry must be the original work of a current French student whose teacher is an AATF member for 2011. No group entries. There is a limit of five entries per school. The student's name, grade, level of French, school, school address and telephone number, teacher's full name, e-mail address, and AATF chapter name must be written on the back of the poster. Submis-

sions with incomplete information will not be judged.

Posters must measure 18" x 24" and have a flat surface with no moving parts. No three-dimensional posters accepted. No glue is to be used. Tempera paint, India ink, markers, flairs, or crayons may be used. Use white poster paper. Mail entries flat. The judging divisions are:

- Elementary: Grades 3-5
- Intermediate: Grades 6-8
- Secondary: Grades 9-12
- College

**Judging Criteria:** Visual impact, relevance to the theme, originality. (Remember that the use of color is important to visual impact. Large areas of white reduce the visual impact of the submission.)

All posters become the property of the AATF and may be used in AATF publications or materials. All participants in the AATF Essay and Poster Contests will receive certificates. A student may enter both contests. First, second, and third place winners of each division will receive prizes to be announced

When mailing UPS or Fed Ex, use this address: AATF Faner 2031, 1000 Faner Drive, Carbondale, IL 62901.

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## NEW FOR 2011: NATIONAL FRENCH WEEK VIDEO/ANIMATION CONTEST

**Theme:** *La Francophonie: L'Avenir du français* (Francophonie: The Future of French)

**Rationale:** The AATF Executive Council decided that teachers at the middle school and high school would appreciate an activity that students could work on during National French Week (November 8-14, 2011). Since many students create their own videos and blogs, the Council thought that this contest would bring in students and teachers who are interested in technology. We are very interested in how this contest will be received.

**Deadline: November 15, 2011** (different date than essay and poster contest)

See National French Week link on AATF Web site for instructions regarding format and how to upload the video/animation. Entries should be created using glogster or animoto. Teachers should choose the free educator subscription or have students set up their own accounts.

**Guidelines:** The video/animation must relate to the contest theme.

Minimum length 30 seconds. Maximum length: 2 minutes. No copyrighted figures (ie. Snoopy, Astérix) accepted. Each entry must be the original work of a current French student or group of students whose teacher is an AATF member for 2011. There is a limit of five entries per school. The video/animation must include the names of the school, French teacher, and students who contributed to the project.

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

**Judging Criteria:** Visual impact, relevance to the theme, and originality.

All videos become the property of the AATF and may be used in AATF publications or materials. All participants in the video competition will receive certificates. The winning videos will be posted on the AATF Web site. First, second, and third place winners of each division will receive prizes.

Go to [www.frenchteachers.org/nfw/contests.htm] for complete instructions.

## 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 the Executive Secretary SHF, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733; E-mail: [shf@frenchteachers.org], or from the AATF Web site at [www.frenchteachers.org/shf].

## LE JEU DES SEPT FAMILLES

Le jeu des 7 familles est probablement le premier jeu de cartes auquel on initie les enfants en France et dans les pays francophones. C'est un jeu très simple, convivial, familial, facile et rapide. Il est extrêmement populaire. Si vous en déterminez le contenu vous-même et conceptualisez un jeu de cartes personnalisé, il peut se décliner à l'infini de par ses thèmes et sa flexibilité et peut très bien s'adapter aux besoins de la classe. Une partie dure en général de 20 à 30 minutes, moins longtemps si on est très rapide.

Il se compose de 42 cartes. On y joue souvent en famille, et chaque jeu de cartes peut accommoder de 2 à 6 joueurs.

Les 42 cartes sont divisées en 7 familles de 6 cartes chacune. Chaque famille a un thème, et les 6 cartes s'y rattachent. Chaque carte est unique. Elle comporte cependant les noms indiquant les membres de la «famille», c'est-à-dire les caractéristiques qui les regroupent en une famille spécifique.

Le gagnant est celui qui regroupe le plus grand nombre de familles au cours d'un seul jeu.

### Les règles du jeu

- Mélanger les cartes.
- Distribuer 7 cartes à chaque joueur (on peut varier en distribuant soit 6 soit 8 également).
- Placer le reste du paquet au milieu de la table. Le tas est ce que l'on appelle *la pioche*. C'est sur ce tas que l'on va piocher (c'est-à-dire tirer/prendre une carte).
- Chacun cache ses cartes pour que les autres ne les voient pas.
- Chacun son tour et dans le sens des aiguilles d'une montre, chaque joueur va demander au joueur de son choix: "Dans la famille des ... , je voudrais le/la ... (partie de la famille)." La personne qui a mélangé les cartes commence. Si l'on vous demande une carte que vous avez, vous devez la donner. Le joueur peut alors continuer à jouer et demander des cartes au joueur de son choix. Si la personne n'a pas la carte demandée, il faut tirer une carte de la pioche (le verbe utilisé est piocher).
- Ensuite, le joueur suivant joue et demande à son tour: "Dans la famille des ... , je voudrais/je demande le/la ..., etc."
- Un joueur ne peut demander une carte que s'il en a déjà une de la même

famille (le but est de compléter cette famille).

- Quand la pioche est épuisée, le jeu continue, sans piocher.
- Lorsqu'un joueur a réuni une famille, il le dit aux autres et pose les cartes composant la famille devant lui. Il étale ainsi la famille.
- Le gagnant est celui qui a accumulé le plus grand nombre de familles.

### Où acheter un jeu des 7 familles?

Tous les magasins de jouets ou les supermarchés en vendent. [Amazon.fr] en vend. Cependant, on peut aussi fabriquer soi-même ses propres cartes.

### En classe

Suivant le niveau, vous pouvez

- Acheter plusieurs jeux, sur des thèmes divers.
- Fabriquer vos propres jeux, sur des thèmes de votre choix, appropriés à votre enseignement.
- Faire fabriquer à chaque élève son propre jeu, à partir de recherches, en utilisant l'Internet pour des photos dont on décorera chaque carte, unique, et en utilisant des connaissances culturelles ou historiques pour effectuer des regroupements.

### Applications pédagogiques

- Acquisition du vocabulaire
- Acquis culturel
- Phrases de politesse
- Pratique orale
- Moment de détente
- Recherches (si vous demandez aux étudiants de fabriquer une famille ou un jeu chacun)

### Exemples de familles

- À l'origine, le jeu comportait des noms de familles et les membres de chaque famille (le grand-père, la grand-mère, le père, la mère, le fils, la fille). On demandait: "Dans la famille Dupont, je demande le père," ou bien, "Dans la famille Durant, je demande le fils." De nos jours, les thèmes sont les plus variés, et se déclinent sans fin, souvent à des fins pédagogiques.
- Voici quelques exemples hétéroclites, dont vous pouvez vous inspirer suivant les niveaux et ce que vous voulez renforcer par le jeu:
  - Famille des couleurs: (1) le bleu, (2) le rouge, (3) le vert, (4) le jaune, (5) le noir, (6) le gris
  - Famille des monuments romains

en France: (1) les Thermes de Cluny (Paris), (2) le Pont du Gard, (3) les Arènes de Nîmes, (4) la Maison carrée (Nîmes), (5) le Théâtre antique d'Orange, (6) la ville de Vaison-la-Romaine

Famille Musée d'Orsay: (1) l'église d'Auvers-sur-Oise de Vincent Van Gogh, (2) la gare Saint-Lazare de Claude Monet, (3) les raboteurs de parquet de Gustave Caillebotte, (4) Déjeuner sur l'herbe d'Édouard Manet, (5) le bal du Moulin de la Galette de Pierre-Auguste Renoir, (6) Luxe, calme et volupté d'Henri Matisse

Pour avoir un jeu de cartes complet, il faut avoir 7 familles de 6 cartes chacune, dont le thème est relié, idéalement.

### Quelques sujets de familles

La vie quotidienne: les couleurs / les formes / les meubles / le cartable / les métiers / la cuisine

L'histoire de France: les rois / les reines / la Renaissance / Versailles / la Révolution / le vingtième siècle

Les écrivains: les écrivains québécois / l'âge des Lumières / le romantisme / le réalisme / le symbolisme / les femmes écrivaines / le Nouveau Roman

Les verbes: le subjonctif / l'indicatif présent / l'imparfait / le futur / le conditionnel / le passé composé / les verbes réfléchis

Les régions françaises: Paris / La Provence / la Normandie / la Bretagne / le Massif Central / les Alpes / les Antilles

### Exemples de syntaxes variées à utiliser

Interrogations et politesse: *Dans la famille..., est-ce que je peux voir...? / Je voudrais le bleu dans la famille des couleurs.*

*Dans la famille..., est-ce que je pourrais avoir...?*

*Pourrais-tu me donner le rouge dans la famille des couleurs?*

L'impératif: *Donne-moi Louis XIV, s'il te plaît, dans la famille des Rois de France. / Je ne l'ai pas, pioche alors.*

Les réponses: *Le/la voici. / Ce n'est pas moi qui l'ai. / Tu dois piocher.*

Expressions: *J'ai une famille complète. / J'ai rassemblé la famille du Musée d'Orsay. / J'ai gagné.*

### Comment jouer?

Vous pouvez vous aider en regardant quelques vidéos sur YouTube (vous pou-

vez chercher Jeu des 7 familles):

- Regardez des jeunes jouer au 7 familles: [www.youtube.com/watch?v=-GxOedKfKUE]
- Une toute petite fille joue avec ses parents: [www.youtube.com/watch?v=vRsS2ESDhiQ&feature=related]
- Regardez deux petites filles jouer avec leur grand-père: [www.youtube.com/watch?v=dykGHRMEv3o&NR=1\]

**À imprimer gratuitement** (vous pouvez aussi vous en inspirer):

Deux jeux des 7 familles à imprimer gratuitement, grâce au site abcteach, sur les thèmes suivants: (1) les boissons; (2) les formes [www.abcteach.com/directory/languages/french/french\_games/jeu\_des\_sept\_familles/jeu\_des\_sept\_familles\_\_vocabulary/]

Le jeu des 7 familles sur les objets de la classe et les couleurs [http://cravie.site.ac-strasbourg.fr/CD\_clin/protocole\_net/familles.htm]

Le Jeu des 7 familles des animaux de la ferme de la Protection mondiale des animaux de ferme, avec cartes à imprimer et des règles aménagées pour optimiser la participation en classe avec des questions/réponses [www.animaux-de-ferme.com/pdf/jeu\_des\_7\_familles\_pmaf.pdf]

Une «famille» de jeu des 7 familles à imprimer gratuitement sur les citations d'amitiés [http://jeu7familles.canalblog.com/archives/citation/index.html]

Catherine Daniélou  
University of Alabama Birmingham  
[danielou@uab.edu]

## ÊTES- VOUS UN PROF ACCOMPLI?

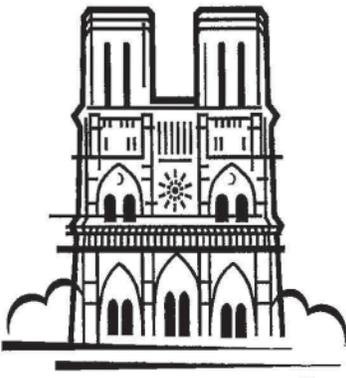
Prove it. Seek National Board Certification. Nationwide, the numbers of educators seeking certification is growing each year. Yet despite incentives in many states, the number of candidates interested in pursuing certification in French is disturbingly low.

National Board Certification in Spanish and French has been available for a number of years. The number of candidates directly impacts whether or not NBPTS is able to offer registration to teachers for that certificate. So just do it! Don't put it off any longer. We have worked hard as a group to make French an academic and popular subject of study. Let's use National Board Certification to show ourselves to be a group interested in professional development as well. For information, visit the NBPTS Web site at [www.nbpts.org].

Deanna Scheffer  
[deannascheffer@gmail.com]

## Deux exemples de cartes à inventer

**Famille**  
**Paris et ses monuments**



La Tour Eiffel  
Le Sacré Coeur  
**Notre-Dame de Paris**  
Le Louvre  
Le Musée d'Orsay  
La Place Vendôme

**Famille**  
**Les monuments romains**



Les Thermes de Cluny, Paris  
**Le Pont du Gard**  
Les rènes de Nîmes  
La Maison carrée, Nîmes  
Le Théâtre antique d'Orange  
Vaison-la-Romaine

**NORTHEAST CONFERENCE**  
on the Teaching of Foreign Languages



Held jointly with the Maryland Foreign Language Association  
59th Annual Conference: Friday, April 20 – Monday, April 23, 2012  
Baltimore Marriott Waterfront Hotel



**Global Identities**  
Jennie Steeley, Manheim Township (PA) Middle School, Chair





*Baltimore: "big city flash with small town charm"*  
*NECTFL: "for teachers, by teachers"*

<p><b>WHAT MAKES US UNIQUE!</b></p> <p>"Voluntourism" activities – do some good New – Job Fair Offsite tours Teachers' Lounge Language-, Level-, &amp; Topic-Based Session Strands Language Suites for Networking</p>	<p><b>WHAT MAKES US GREAT!</b></p> <p>Huge exhibit area High quality sessions – all languages &amp; levels Webinars Immersion in language &amp; culture Professional development credit High quality program; friendly service Connecting before, during, &amp; after the event</p>
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REGISTER,  
RESERVE A ROOM,  
FIND ALL INFO – UPDATED REGULARLY –  
ON OUR WEBSITE AT **www.nectfl.org**



# AATF FRENCH IMMERSION DAY

The 2011 AATF-Chicago/Northern Illinois French Immersion Day had many participants. Although the maximum number had been set at 60 or so, I received a flurry of applications on the last day of registration. We found it impossible to turn anyone away, especially since I could not tell the order in which they had been sent. At any rate, we decided to accommodate the 92 who enrolled. We had to hire two more teachers and add more sections. As it turned out, 87 students from 16 different schools participated. In addition, there were five participating teachers and 23 staff members from 19 different schools.

Our third annual immersion day was held at Dominican University which is located in a leafy area near a Cook County Forest Preserve. This location provided an opportunity for the university to advertise its programs and its campus and fully equipped "smart" classrooms and for the students to look at a school to consider upon graduation. We made sure to include university brochures in everyone's folder.

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*By the end of the day, half my thoughts were in French. It was very helpful to improve fluency when speaking and fun to meet French students from other high schools. Amy*

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The morning program went smoothly. Upon arrival, the participants received their folders containing the schedule of the day, song books, ID tags, and a paper "suitcase." They proceeded to "customs" where they had to explain the contraband that was in their "luggage." They were invited to "spend" the Euro coupon they found in the folder on a croissant and hot chocolate for breakfast. All was conducted in French, even though the pledge had not yet been administered.

After breakfast, they played board and card games until everyone had arrived, and the program was officially launched with the pledge and the countdown to total immersion. Then they were off to their class sessions and the rest of the program.

A disappointment for some was that

they could not go to all the class sessions. We divided the participants into groups in order to maximize the opportunity to communicate, so each one went to two of the six classes offered. The program included the following sessions: "La Belgique," "Picasso et Braque," "Mystère au navire" (a popular repeat from last year), "Jeopardy," "Mon époux/épouse ou mon/ma coloc idéal," and "La Matinée rap." If they enroll next year, they might be able to enjoy some of the sessions they could not attend this year.



We always ask the students to spend a couple of sessions developing a skit via an introductory "guess what's in the bag" game. Although this is difficult, and a few do not really like doing it, we find that it is an excellent way to provide time for creating in the language. The skits turned out quite well, and everyone enjoyed watching and laughing at the high jinks on the stage.

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*It really helped make me speak French more comfortably. The activities were fun, and I met new people. It was hard returning to English after spending the day in French. Céline*

---

It was only when we attempted to sing and dance with the whole group that we suffered from the large numbers. It was a crowded room, and the esthetic effect of the dances was lost. The singing was enjoyable though, and the whole-group games, including *le panier aux légumes*, went well in spite of the crowd.

We have decided that next year, we will abide by the enrollment limits. In addition, next year we will substitute



modern dances for the folk dances we have done for three different im-

ersion days.

In the afternoon, students received a chocolate bar to munch on during the skits, and at the end, everyone chose from prizes donated by *TV5 Monde*, *le Grand Concours*, and *le Service culturel de Chicago*.

Participants listed their favorite activities: the singing and dancing and lunch / games in a circle, sketches / *les jeux, les activités en salle* / the giant group game / talking one on one with the leaders.

We would like to thank the AATF national and local organizations, as well as Jean-François Rochard, *attaché culturel*

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*The French Immersion Day was much more fun than I thought it would be. Speaking in French for a whole day is not as hard as it may sound. Marc-Daniel*

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*adjoint* of the French Cultural Service in Chicago, for their support of this program.

Thanks also go to Dominican's Dean Jeffrey Carlson and Laura Burch of Dominican's French Department for hosting the immersion day, to Dave Carlson for arranging and setting up the wonderful spaces we needed, and to Helius De Guevara for the delicious boxed lunches provided. William Weber, his graphics design students, and French teacher Andrea Isabelli of Woodstock North High School did another beautiful job on the red tee shirts they created.

This program could not have taken place without our terrific team—Donna Czarnecki, Assistant Director, Lynn Robinson, Technical Director, and the teachers and assistants who interacted and shared their passion for French with the students.

This program is dedicated to Dr. Luz-María N. Berd who created the French Immersion Weekend program which was hosted for many years by George Williams College, and then by Illinois Benedictine University. She was inspired by Middlebury College's (VT) immersion concept and pledge, and she in turn, inspired us.

Patricia Olderr  
[patolderr@  
yahoo.com]



# PROMOTIONAL FLYERS FOR THE CLASSROOM



## **Help Wanted: Encourage Students to Learn French**

Developed by the AATF Commission on High Schools, this newest promotional flyer targets school guidance counselors. It outlines how studying French can provide important career advantages for students. Limited quantities of the flyer are offered to AATF members free of charge upon receipt of a self-addressed stamped business-size envelope with a note requesting the new flyer (attach \$.44 for 4 or \$.61 postage for 8 flyers)

## **French By the Numbers**

White on red flyer highlights dozens of statistics on the presence of the French language in the world and the importance of the French economy in the global marketplace. It also emphasizes the interconnectedness of the French and American economies.

## **French is Not a "Foreign" Language**

Black and white on dark green flyer illustrates the similarities between English and French. An easily understandable text written in French as well as an English paragraph full of French words and phrases make it clear that French is not a "foreign" language.

## **Why Learn French**

Blue and green on white flyer presents French as a language for business, jobs, travel, and global communication.

## **Speaking French: An Investment in the Future**

Newly-redesigned multi-color flyer explains why French is a world language! Today's French student isn't only learning a language rich in history and culture but is also opening a door to greater career opportunities.

## **Ten Reasons to Learn French** (published by the French Cultural Services and the AATF)

Newly-redesigned burgundy and cream flyer lists 10 reasons why French is a valuable language to learn, including increasing students' marketability in a global economy as well as improving critical and creative thinking skills.

## **Why French FLES\*?**

Developed by the AATF FLES\* Commission, color flyer offers reasons for beginning the study of French at a young age. Use it to promote the importance of French in the elementary schools.

To order these materials send your order and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Direct questions to [aatf@frenchteachers.org].

PAYMENT MUST ACCOMPANY ORDER. ALL PRICES INCLUDE FIRST-CLASS POSTAGE. Purchase orders accepted. 100 copies for \$12; 50 copies for \$6 (members); 20 cents each for quantities larger than 250 or for nonmembers.

\*Prices valid until 12/31/2011

Quantity (all prices cover first class postage & handling)	Cost
_____ Help Wanted	_____
_____ French By the Numbers	_____
_____ French is Not a "Foreign" Language	_____
_____ Why Learn French?	_____
_____ Speaking French	_____
_____ Ten Reasons to Learn French	_____
_____ Why French FLES*?	_____
TOTAL ENCLOSED _____	



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## DIY LANGUAGE LAB – IPOD TOUCH IN LANGUAGE CLASSES

### Overview

This article addresses the emerging trend of transitioning from the traditional language lab and/or computer language lab to the iPod Touch device and the benefits of this transition. Considerations and concerns in adoption and device functionality (including Apps and tools) in the World Language classroom shall be presented and discussed.

### Rationale for using technology devices in the World Language classroom

At the same time when school districts face reducing or cutting budgets for technology upgrades, the wealth of digital tools, Apps, and Web sites available to educators multiplies exponentially every month. Language teachers who have basic exposure to Web 2.0 tools and the power of global collaboration understand that syncing digitally with their students offers powerful means by which they can attract new students to their programs, retain motivated students, increase world language class awareness, provide international exposure to language in a contextual environment, and develop the essential technological skills that learners (and educators) will need as global citizens and employees. While teachers are unable to provide

we ask of the device, “What will be the tangible and assessable results of adopting this device into my curriculum and classroom?” This is a reasonable question. Our time, energy, and interest levels are at a premium.

As a “test pilot” for the iPod in the World Language classroom, I wish to report my findings on its impact in my classes so that your choice may be supported with facts and findings. Before delving into the heart of the subject, please note that I, as a power-user of technology, advocate for integrating, not supplanting technology into curricular instruction. Observers to my class note that while the classroom is highly wired with gadgets and surround sound, these tools support an immersion-based, whole language approach to language learning. While a techie at heart, language acquisition on a personal level is my passion. On the other hand, there are new realities to consider about the place of technology-enhanced education in our classes.

Children are born into a digital existence from the moment their birth is broadcast on YouTube and Twitter. The toddlers of today have been exposed to a myriad of tools, gadgets, games, and

educational experience. As you may have noticed, middle school students and older are increasingly “connected” to their Web existence. The fact that schools require that they disconnect from their wireless tether leads to an unending struggle between student and teacher over issues such as texting and accessing Facebook during class time. Perhaps these Smartphones and iDevices could be used in class for constructive educational purposes? Can the iPod Touch answer this need? An investigation of the device may assist in answering these questions.

### iHistory

With its initial release in 2001, the iPod was an innovative digital device for listening to music and audio books. Early adaptors of the iPod were freed from the burden of transporting numerous CDs to enjoy their collections. In its early years, the iPod was not yet deemed an educationally worthy tool. One could purchase music from foreign countries from iTunes or rip a personal CD collection to the program in order to build personalized playlists, but the iPod had few redeeming qualities for the World Language learner. With the iPod, all digital media files were stored inside the unit and man-

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*Children are born into a digital existence from the moment their birth is broadcast on YouTube and Twitter.*

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exposure to every technology-enhanced opportunity, it is recommended that educators explore various tools and Web sites that best suit their comfort level and technology availability, keeping in mind that students are often able to operate the “machinery” if the teacher provides the plans and the scaffolding. An example of this powerful machinery is the iPod Touch. The iPod (and other iDevices) offers one of the most intriguing options to providing exposure to a broad language and cultural experience from the students’ desks. Teachers who are unfamiliar with the educational capabilities of the iPod may hesitate when asked to import yet another tool into their already bursting curricular requirements. Additional technical instruments connote extra time, training, and (at times) headaches. Teachers seek educational tools that are easy to learn, student-friendly, and fairly-priced. As educators,

interface options. Parents read animated and enticing eBooks to their children, provide them with LeapFrog learning pads, and play “AngryBirds” with them on the family iPad. Astonishingly, the interface of the iPad is so intuitive to children that the touch screen has become their default mode for interacting with the digital world as referenced on countless videos of one-year-old toddlers interacting with them. Many parents believe that this exposure to technology produces enhanced learning at an early age, although this has not yet been proven. The bulk of children in the U.S. receive their first cell phone at the age of 12-13. This does not include earlier exposure to other forms of digital presence (video camera, MP3 player, laptop). Conversely, upon arrival in kindergarten, this comfortable realm of touching to explore and learn through digital media is summarily removed from their formal

aged through a downloadable program called iTunes. The digital revolution in portable devices expanded, and within two years, the iPod had a new shape and included a larger screen for watching video clips and movies as well as playing basic games such as Solitaire and Tetris. iPod enthusiasts boasted the ever-growing capabilities of the device and the iPod became the best and fastest selling MP3 media device on the market.

In 2007, Apple, the creator of the iPod, made yet again a revolutionary leap in digital technology with its introduction of the iPhone. The options and features of the iPhone may now seem ordinary, but at its inception, the concept of a cell phone that was also a music and video player, camera, and gaming unit that could navigate the Web was astounding. The drawback for many was the necessity of a data plan that added nearly \$80 per month to the cost of the phone

itself. However, the intriguing aspect of the iPhone was the digital media and the Apps available for the device. Apple, in its all-knowing prowess, foresaw the potential market of reluctant but mesmerized iPhone admirers and released the iPod Touch in 2008—the fifth model of the digital media device. Beyond the major design changes, this format of the iPod reached the aching souls of the iPhone-less masses.

The iPod Touch connected to the Internet through WiFi only, it was an iPhone without the cell and data plans. Users could access (almost) all of the functions of an iPhone without being connected to a cell phone company. Since the first generation of the iPod, the device has added several functions

My dilemmas were apparent: how was it possible to offer a thoroughly contemporary exposure to world language and culture without access to functioning computers or language labs? My quest for a solution led me to the iPod Touch that I carried with me everyday. I began researching the possibility of purchasing and implementing the devices on a 2-1 ratio for my students. Based on the available functions of the iPod, I would no longer be restricted to lab availability and curricular compatibility.

#### **Benefits and functions of the iPod**

Why is the iPod Touch one of the best solutions for replacing a computer lab? I started by comparing and contrasting typical functions of the language lab

language advertisements.

5. 7 Jours – TV5 Monde’s App for its *7 Jours sur la planète* program with exercises and videos.
6. CultureClic – Virtual visit of hundreds of Francophone museums and their exhibits.
7. *Musée du Louvre / Musée de Cluny* – Part of a series of French museums with audio and video presentations of art pieces.
8. StoryKit – Compose a digital storybook using pictures (from the Internet or pictures taken with the iDevice), original text (composed on the iPod), and original audio recording. Uploads easily to a blog or Web site for easy sharing.
9. Animoto – Create flashy videos

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*Language teachers understand that syncing digitally offers powerful means by which they can attract new students, retain motivated students, increase world language class awareness, provide international exposure to language in a context, and develop essential technological skills that learners will need as global citizens and employees.*

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that resemble the iPhone including front and back-facing cameras, video recording, and a built-in microphone. In short, the iPod Touch became the near perfect option for the consumer who did not need a cell phone plan but who wished to experience the remarkable (and educational) benefits of a Smartphone. Due to the affordable price, the range of functionality, and the ease of use, the iPod Touch offers the ideal language lab replacement option for language educators and learners with benefits that reach beyond the standard lab experience.

#### **Transitioning from language labs to iPod Touch**

If you were to visit the library computer lab (the only lab open to all teachers in a school of 1800+ students) at my high school last year, you would have seen 30 out-of-date and broken computers that served mainly as word processing and basic Web surfing units. My entire curriculum is on my Web site and the students need reliable and functional access to their presentations, homework assignments, and projects. As a member of the school and district technology committees, I asked for replacements (or more lab space) as well as a consistent and fair system for reserving the lab for all curricular areas. The lab is often taken by Social Studies classes for research and word processing. The answer was direct: there was no money for replacements and no room for additional labs.

with the capabilities of the iPod Touch. In most cases, the iPod matched and surpassed the computer lab in terms of ease of access and availability. Newer language labs are highly productive multimedia experiences but at a higher cost and with more equipment to manage.

#### **Mes coups de coeur—Apps for World Language Educators**

Apps are programs that are installed on the iDevice that can be downloaded from the iTunes Store (found on the free program iTunes) or on the iDevice itself. The number of free Apps available to educators and learners can be overwhelming but exhilarating. Beyond the basic language acquisition Apps with vocabulary-building skills, there are the commercially-produced Apps designed for native speakers. Finding the correct balance and levels takes experimentation, but since many of the Apps are free, it is easy to eliminate any App that does not apply to the desired theme. I have compiled a list of Apps on my Web site (listed at end) that I have tested with my students and on my own. These are the top ten Apps that I suggest:

1. WordReference.com – Dictionary, verb conjugations, citations, examples.
2. Radio France – Listen live to all of the Radio France stations.
3. iTele/France24 – Watch live television news.
4. TelePub – Watch recorded French

using music, pictures, videos, and text to be uploaded to YouTube or a blog.

10. Puppet Pals – Create a basic puppet show using the provided templates. Add text to speech bubbles or record an audio file for each scene. Can be shared by e-mail, YouTube, or blog.

#### **Considerations when adopting the iDevice for the classroom**

##### **Device names and options:**

The top three devices marketed by Apple have similar names and very similar functions with design variations. The choice to use any three of the devices depends on the user and his or her personal preferences in size and pricing. Students in grades 6-12 will most likely own an iPod Touch due to its lower price and lack of data plan. Students at the university level may have an iPhone or iPad or a combination of any of the three devices.

1. iPhone—3.5 inch screen, Smartphone that requires a cell and data plan but can use WiFi. GPS capable.
2. iPod Touch—3.5 inch screen, WiFi only to connect to the Internet. No GPS.
3. iPad—Data plan and/or WiFi to connect and a 9.7 inch screen. Sometimes referred to as “An iPod Touch with a larger screen.”

The three devices run the same operating system (iOS) and are able to run the same applications (Apps) with some

Function	Computer/language lab	iPod Touch
1. Voice recording	With headphones and microphones. Uploading to blog or Dropbox account.	Directly onto device with direct uploading to blog, podcasting site, or syncing with teacher station.
2. Student-to-Student and Teacher-to- Student conferencing	With language lab software, microphones and headphones	Using FaceTime, Skype, and other video/audio/texting apps.
3. Curricular CDs/DVD listening/viewing	Upload to each computer.	Upload to teacher station and sync to all units.
4. Video recording	With Webcam or external videocamera	Internal videocamera. Recordings can be synced to teacher station or uploaded to YouTube or blog.
5. Skype/VoIP	Yes	Yes
6. Internet browsing	Yes	Yes
7. eBook reading	Yes, but can be difficult to read the screen	Yes. Screen is smaller, but with eBook apps, the experience is enhanced.
8. Multi-level task completion: Review video, read questions, audio/text response to questions.	Yes. With various sites. Videos can be blocked.	Yes. Sync saved video and questions to device. Audio/Video recording available.
9. Apps (Applications/programs) for language learners See Catherine's Web site (listed at the end) for App suggestions. My list is divided into categories and offers suggestions on use in the WL classroom.	Yes, but in the form of separate computer programs and Web sites.	Yes, all saved locally on the iPod in named, thematic folders. There are Apps for reading, speaking, listening, production, correction, and exploration.

exceptions for the iPad. These iDevices are not complete replacements for computers or laptops as they have limitations including:

1. No "Flash" support for Web sites that use this program.
2. Smaller (3.1 inches) screens for the iPhone and iPod leads to reduced ease of viewing and typing for certain users.
3. Apple-approved only Apps can be installed unless the device is "jail-broken" (reformatting the device to unlock the system).

#### Accessibility to students

I recently acquired 17 iPod Touches for my classroom through three grant requests. The first five iPods were partially paid through a tech grant for \$9,000 through my state's Office of Superintendent of Public Instruction (OSPI), the second portion was through a request to the Mount Vernon Schools Foundation, a group headed by civic leaders in the Mount Vernon School District (WA), and the third was from the Washington Association of Foreign Language Teachers (WAFLT). The total price for the

refurbished (used, but under warranty) devices was \$3500. 17 replacement computers for the lab would have cost considerably more. Not every teacher has availability to these grants, but there are many grants available to schools based on population and socio-economic status. In the absence of grants, teachers may look to their students to assess the number of devices that students already own. As I do not currently have enough devices for each student, they share in class. If enough students own an iPod, you may consider pooling these resources as all iPods share the same basic functions. You will not be able to sync student devices to your computer, but you may still ask/require students to download the free Apps available to language learners. I offer this as extra credit to begin the school year and gradually request that the students download as the year progresses.

#### Use of devices in the K-12 classroom versus at the University level

Before deciding to adopt the iPod Touch as an alternative to a language lab, several considerations must be

deliberated.

1. Accessibility and use of electronic devices in the classroom. Please refer to the above paragraph. Even one device in a classroom, if managed effectively, can serve 30 students. Many schools have electronic device policies that will need review and possibly revision in order to use the iPod in the classroom. Teachers with whom I have worked have stated that students are not allowed to use (or bring) phones or MP3 players to school. However, since the devices will be used as part of curricular work, an exception may be granted in the district user agreements. With concerns for theft or loss of a student-owned device, a written agreement for families could be created stating that the school district is not responsible for loss or theft while on school property. One must gauge the level of responsibility of one's students before embarking on the use of electronic devices in the class. With proper education and modeling, students will learn the correct etiquette for using devices in class for personal versus educational purposes and the consequences of not respecting the established protocols. This etiquette applies to all classroom levels.
2. WiFi access in the school. Several, but not all, that I use require access to a filtered WiFi source. At Mount Vernon High School, the campus is WiFi wired with student-access and teacher-access filters. At the university-level, nearly all campuses have password-protected access available in all rooms and on campus grounds. The absence of WiFi does not prohibit the use of the devices as many other functions of the device require no connection.
3. Technical support from the district IT personnel. If you (or the school) are planning on purchasing iPods (or iPads, as many schools prefer), it is essential that the IT (techies) from the district are prepared and trained for this adoption. One is not able to simply install the iPods in the classroom and expect a seamless transition from the language lab. Infrastructure, compatibility with the network, and an App purchasing plan from Apple are issues that must be discussed and mapped before initial use of the devices. A successful device launch

depends on proper training of the IT people, communication between teachers and IT, and the expectation that there will be learning experiences for all involved parties. Teachers should present the IT department a clear vision of how the devices will be used. As these individuals are almost never educators, it is crucial that the teacher describe what functions of the device shall be used so that the network and infrastructure can be adapted to the needs.

### First impressions and conclusions

When I first announced that we had won the technology grants, the students displayed great enthusiasm. They had experienced the benefits of my earlier tech grants and agreed that French class was the most wired, most connected, most exciting class on campus. When the iPods arrived, the excitement reached a fever pitch. I allowed my advanced-level students to perform a trial run with two storytelling applications: Animoto and StoryKit. I allowed 30 minutes for the students to use the devices in groups to make "Thank You Cards" to the groups that had awarded us the grants. The "guinea groups" set out and within 20 minutes, they had returned with audio and video recordings matched with text and graphics. I uploaded the projects to YouTube and within one hour, we sent the messages to our sponsors. It was a successful experiment that generated a renewed passion among the returning students. This autumn will be the full test ride for the devices. I will be chronicling the steps, projects, successes, and challenges on a blog that will be linked from my Web site. I will have also presented this project at the ACTFL Conference in Denver, CO in November 2011. If you are interested in adopting any iDevice into your curriculum or are a current user, please contact me by e-mail or join my blog. Collaboration is the key to generating a strong knowledge base from which others may learn.

Will the iGeneration of language learners be more talented than their predecessors? That is to be determined through evaluations and discussion. I strongly feel that the core values of communication, culture, connections, comparisons, and communities of language learning can be enhanced with the use of technology, but technology is not the sole answer to language acquisition. Knowledgeable educators with strong backgrounds in pedagogical methodologies and proven practices will continue to serve the students best.

Catherine Ousselin  
Mount Vernon High School (WA)  
[catherineku72@gmail.com]

### Notes

1. I have posted supporting documents and samples on my Web site, "Technology for WL teachers." [www.catherine-ousselin.org/technology.htm] Click on "iPhone and iPod Touch Apps," "Catherine Ousselin's French App List" and "Digital Storytelling Apps" to explore the free and low-priced Apps available for language learners and educators.
2. As my student population is grades 9-12 and I use an iPod Touch, I will be using the term "iPod Touch" or "iPod" in this article. Definitions of the various iDevices are given in the article.

### PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars. Each year's calendar will have a different theme, and we are looking for contributions of photographs for future years. Upcoming themes may include, monuments, nature, iconic images, Paris, castles, Quebec, Francophone Africa, the Caribbean. Submit photographs or questions to Jayne Abrate at [abrate@siu.edu].

## 2012 SUMMER SCHOLARSHIPS FOR HIGH SCHOOL AND COLLEGE FRENCH STUDENTS

The American Society of the French Academic Palms (ASFAP), composed of members who have been awarded the French 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 2012. Each scholarship of \$2,500 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 20, 2012**.

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 a French 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 Joyce Beckwith at [mmejoyb@aol.com].

### HAVE YOU MOVED OR PLANNING TO MOVE? LET US KNOW.

AATF publications are mailed Second Class. The U.S. Post Office does not forward second class mail unless you have paid for this service. If you move without informing us of your new address, the Post Office destroys the lost issues and charges AATF \$.80 per item. This amounts to hundreds of dollars per year in charges in addition to the cost of the destroyed material and replacing it. Therefore, if you have moved or intend to move, please let us know your new address by returning this form to National Headquarters as indicated. Changes can also be emailed to [address@frenchteachers.org].

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Old address _____		
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# ENGAGING OUR COLLEGE STUDENTS OF FRENCH

## Retention and graduation

Retention and graduation have become a major concern for colleges and universities. Although the amount of academic and non-academic support available on campus is often increasing, many students are at risk. Universities now understand that indeed it takes a village to help our students achieve their goals and graduate. The research conducted by the NSSE Institute for effective educational practice through the National Survey of Student Engagement and other survey instruments shows that it is essential that students become actively engaged. An engaged student is more likely to stay in school, be successful, and graduate. In that respect, we have a lot at stake, and we can make a difference as we prepare all students to succeed in the 21<sup>st</sup> century.

Clearly, students have choices and responsibilities. The amount of time and effort they bring with them will largely determine their success. However, our institutions of higher education have responsibilities as well, both in the re-

forge new directions, individual departments must get ready to make their own impact as well. Our challenge as foreign language educators is not only to enhance educational effectiveness and our students' degree of preparedness for the global century but also to help them get and stay engaged throughout their college years and beyond.

## How we already engage our French majors

As foreign language educators we are ahead of the game in the sense that we already engage our students at a strong level. We organize study-abroad trips, and many programs make study abroad a requirement. Many of us consistently use technology and Internet resources in the classroom. The essence of our existence as educators of French and what we do in class is based on dialogue, tolerance, and the understanding of other cultures. Not surprisingly, NSSE also includes foreign language courses as necessary experiences to be an engaged student. These can all help achieve

In that context, how can we engage our college students of French even further than we already do?

## Let's engage our students even more

It is crucial that we challenge and interest our students more than ever and prepare them for being competitive in the job market. Retention and graduation are also at stake. Aligning with NSSE's recommendations and overall activities which help reach their benchmarks, I propose that we seriously consider the following programmatic elements and activities:

### Outside the classroom

- Alternative Spring Break. Consider sponsoring an alternative Spring Break service project in full language immersion. Invite your campus' French-speaking native students to join.
- Service projects in immersion. If an Alternative Spring Break in immersion is too difficult to organize, put together a Habitat for Humanity group that will serve for a day and

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*...studying a foreign language at the intermediate or advanced level is in itself an academic challenge and sets high expectations for performance.*

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sources they can display, the curriculum articulations they set up, but also in the support and learning opportunities they provide. They can efficiently shape the delivery of high impact practices. In addition, different generations certainly have different needs and variable learning preferences. Whether we like it or not, this impacts our teaching.

## Enhancing our students

To help us understand how different degrees of student engagement as well as efficient practices relate and complement each other, regardless of the major students have opted for, NSSE delineated five areas relating to student behavior and institutional commitment to success which, research shows, will optimize student success. These Benchmarks of Effective Educational Practices are: Level of Academic Challenge; Active and Collaborative Learning; Student-Faculty Interaction; Enriching Educational Experiences; Supportive Campus Environment.

We all share responsibility for student success. But while all colleges and universities taken separately can and will

NSSE's Enriching Educational Experiences benchmark.

By the same token, we can argue that studying a foreign language at the intermediate or advanced level is in itself an academic challenge and sets high expectations for performance. Students who opt to study languages understand, for the most part, that they will have to spend time studying, learning, and doing assigned readings which may take more time to complete. In addition, it is also our duty to prepare our students to think critically and abstractly. In that light, it is safe to say that most college professors of French do emphasize critical thinking, applying knowledge and concepts, synthesizing ideas. Again, few would argue that studying a language poses little academic challenge, which would again put our students at an advantage in terms of effective practices. Last, collaborative learning, another of NSSE's benchmark activities, is emphasized in many of our lower-level and intermediate-level courses where class participation, small group work, and class presentations are required.

speak only French. Provide all participants with vocabulary lists prior to the service activity.

- Tutoring services. Try asking your French Club to provide free tutoring services. Peer tutoring and peer mentoring will help your students succeed at a higher level and provide leadership experience as well.
- Study sessions. We know that study groups really help students do better in class (see Barbara Gross Davis' *Tools for Teaching*, meant to help college faculty enhance their teaching). Have your students study in small groups outside of class.
- Study Abroad. Taking students to a French-speaking country for only a week over Spring Break, with the possibility to earn one to three credits, will help recruit new majors who will also want to study abroad again.
- Alumni mentors. Identify alumni of your French program or former French majors in your community who could mentor students and later help them in their job search or professional school journey.

- Keep a close eye on majors. Stay attentive and monitor retention. Make sure students are on track to graduate. Work in tandem with Career Services as you mentor majors. Encourage shadowing in the private sector, non-profit organizations, with law firms, etc. Shadowing experiences are always meaningful.

### Class time use and curriculum changes

- Internships. Although it may be difficult to set up in some settings, any internship experience will help and enrich our students. Outreach programs in K-12 can be possibilities, even for students who do not think they will pursue teaching as a career. You can also create a tutoring center and provide students with internship credit. Study abroad students can consider interning with the Red Cross, animal rescue organizations, non-profit organizations, nursing homes, etc.
- Community-based projects. These can challenge students, and perhaps some virtual out-of-the-box solutions can be found using technology and the Internet.
- Service Learning. Engage students in service learning activities specifically designed for your class, where they will exclusively speak French. Dedicate one of your French curriculum courses to Service Learning.
- Video-taping lectures. Try to use class time only for discussion and group activities. Post your lectures or podcasts on-line in BlackBoard.
- Presentations. Have students prepare extensive in-class presentations in groups.
- Videos. See if your department can invest in a few simple affordable UltraHD video cameras like the Flip, or the Sony bloggie. Have students develop exciting YouTube projects as part of assignments, whether it be on grammar activities, culture, literature.
- Do away with written exams in at least one advanced class and replace those with oral exams only. Challenge students in non-traditional ways.
- Encourage Undergraduate Research. Design a specific Undergraduate Research class with completion requirements that can vary and interest students who have different interests: video, long paper, podcast, Web site creation.
- Interdisciplinarity. Most of us do it already, but using multiple disciplines in the classroom (art history, history, anthropology, etc) will help

our students who are not “literature-inclined.”

- Assessment. Designing clear assessment tools will drive positive programmatic improvement and help you enhance your French program.
- Revise your curriculum. Is your curriculum adapted to our times? Programmatic assessment will help understand where you stand and how efficient your efforts are. Plan a strategy for either enhancing quality, or enhancing numbers, or both. Although this will inevitably force your program to reduce some offerings, keep considering expanding choices, and scheduling more advanced grammar, cinema, French linguistics, Francophone culture, or a variety of special project courses that allow for flexibility. Explore the possibility of including International Relations courses in your curriculum.

Catherine Daniélou  
University of Alabama Birmingham  
[danielou@uab.edu]

### Sources to consult

National Survey of Student Engagement (NSSE): [<http://nsse.iub.edu/>]

NSSE's Benchmarks: [[http://nsse.iub.edu/pdf/nsse\\_benchmarks.pdf](http://nsse.iub.edu/pdf/nsse_benchmarks.pdf)]

Davis, Barbara Gross. Tools for Teaching. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass, 2009.

Also find more suggestions in the AATF French Advocacy Resources Wiki at [<https://frenchadvocacy.wikispaces.com/06.++Advocating++College#CollegeIdeas>]

### REFLETS FRANÇAIS

This outstanding video, created by Bernard Petit, presents the songs of Éric Vincent along with a visit of Paris. The multicultural flavor of Vincent's music and the poetry of Paris combine to create an exciting document. The 58-minute video is also accompanied by a study guide containing a transcript of the narration and the song lyrics, cloze exercises, and study questions. See page 38 for more information

### MEMBERSHIP DRIVE

The AATF is launching a membership campaign! See page 18 for information concerning the 2-for-1 offer for a year's free membership.

## AATF PUBLICATIONS

### From the AATF Commission on Cultural Competence:

*La Francophonie en Europe: le cas de la Suisse romande et de la Communauté française de Belgique*. Special issue of *Dialogues et Cultures* (No. 56, 2010), journal of the *Fédération Internationale des Professeurs de Français (FIPF)*. Marie-Christine Weidmann Koop, guest editor. ISSN 0226-6881. Pp. 190. \$25. May be ordered from the AATF Materials Center or on-line store at [[www.frenchteachers.org](http://www.frenchteachers.org)].

A book analyzing contemporary French culture *France in the Twenty-First Century: New perspectives / La France au XXI<sup>e</sup> siècle: nouvelles perspectives*, Marie-Christine Weidmann Koop and Rosalie Vermette, eds. Summa Publications, Inc., 2009. ISBN 978-1-883479-61-9. Pp. xxxiii + 340. \$36.95 + \$4.00 S&H at <http://summapub2.googlepages.com>. Accompanied by a website with activities and regular update.

*Le Québec aujourd'hui: Identité, société et culture*, ed. by Marie-Christine Koop, 2003, 309 pp., \$30 Can. ISBN 2-7637-8032-6. May be ordered from [[www.ulaval.ca/pul](http://www.ulaval.ca/pul)].

Prices are subject to change without notice.

### From the AATF Commission on French for Business and International Trade

*Vol. 1: Issues and Methods in French for Business and Economic Purposes*, ed. Patricia W. Cummins, 1995, 172 pp., \$24. (while supplies last).

*Vol. 2: Making Business French Work: Modes, Materials, Methodologies*, ed. Steven J. Loughrin-Sacco and Jayne Abrate, 1997, 275 pp., \$25+ \$3 postage and handling, ISBN 1-891611-003. Contact SDSU CIBER Press, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-7732.

*Frost in France: An American Recycling Company Negotiates a Joint Venture in France*, Maureen Maguire Lewis, 2001, 80 pp., \$30 Instructor's Book, \$42.50 Student Packet. Includes postage and handling. Contact SDSU CIBER Press [[www.culture-scrossing.com/docs/frost.htm](http://www.culture-scrossing.com/docs/frost.htm)].

Prices are subject to change without notice.

**Note:** The symbol  after a member's name in this publication means that that individual is a National Board Certified teacher. Visit [[www.nbpts.org](http://www.nbpts.org)] for more information.

## UNIVERSITÉ LAVAL STAGE PÉDAGOGIQUE EN FLE DU POINT DE VUE TEXANE: «C'EST LE FUN!»

During the summer of 2010, I received a summer scholarship to Quebec. I was thrilled to learn that I would be spending the summer at *Université Laval*, the oldest French-speaking university in North America founded in 1663 by François de Laval. I would be a *stagiaire en didactique du français, culture et société québécoises* for three weeks during the month of July. I was excited by the opportunity and immediately began marshaling resources to cover my costs for the trip. With frequent flier miles, I was able to secure a free flight from San Antonio to Quebec. My scholarship paid for a portion of my meals, so I resolved to eat lightly (*poutine*, while not very light, is cheap and filling). All that remained was spending money for extras and side trips in addition to the planned weekend excursions with my colleagues. I made my travel arrangements and impatiently waited for departure.

I arrived at the small Jean-Lesage International Airport and was warmly greeted by the *animateurs* from the *Université Laval*, ready to show me to

During my initial education in French language and culture, I had never had the opportunity for a study abroad program and have always felt a sense that my limited direct experience kept me from reaching my full potential for teaching the language and culture. But here I was, a middle-aged French teacher from south Texas, deep in the heart of Quebec, ready to get down to business and eliminate my fear that I was “what the French refer to as ‘les incompetents’”—a fear that in the past I experienced every teaching day *sans faute*.

During the second half of each day, we studied *Québécois* culture. We listened to guest lecturers explain the difference between a dialect and a linguistic variation, and learned why that matters so much to *les québécois*. We participated in casual question-and-answer sessions with popular children’s literature authors. We attended sessions on the poetry of Émile Nelligan where the bitter isolation of a seemingly endless winter came alive in the room. We shed tears watching Frédéric Back’s *Crac!* and were

groups, and rock bands. We toured the Fine Arts Museum and the Museum of Quebec Civilization, and took a day trip to Montreal.

The beautiful walled city of Quebec was the crown jewel. The only fortress city in North America north of Mexico, *le vieux Québec* is a paradise for walkers. The night before our graduation ceremony, I treated myself to a solo stroll through the city. After a brief look at Château Frontenac, I followed the crowds past *le vieux Seminaire* to the *rue Dalhousie* and to what appears to be, in the daylight hours, just an ordinary row of Bunge grain elevators. I wanted to see these monolithic structures in their unblemished glory before the evening’s events transformed them into a backdrop for the mystical *Moulin à Images* I had been hearing about. On the eve of the summer solstice in 2008, Robert Lepage transformed these humble grain elevators into a screen for a visual event unlike anything the world had seen. Set in four acts (the age of waterways and exploration, the age of roads and settle-

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### *We attended sessions on the poetry of Émile Nelligan where the bitter isolation of a seemingly endless winter came alive in the room.*

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the shuttle bus and escort me to my assigned dorm. When we arrived, I was overwhelmed by the number of students. They were all so young, fresh, and eager! I panicked briefly—had I misunderstood the scholarship and enrolled in a summer program for high school students? My fears were short-lived. As we arrived at Pavilion Jean-Parent, the younger crowd was shepherded one way and those of us with “more life experience” went another. I found my dorm room in a wing reserved just for my group and settled in quickly. We met our *animateurs* André and Chantal that evening. We were all exhausted after a stressful day of travel (many had come from China and South Korea), so at our arrival orientation that evening they gave us just enough information to keep us out of trouble the next day, without overwhelming us.

Our academic schedule was straightforward. The first part of each day, we worked to perfect our French language skills. Each of us needed practice and support in one area or another; this part of the program was one of the primary reasons I applied for the scholarship.

scared by the haunting legend of *La Chasse-galerie*. Alain Massé, representative of the aboriginal people of Quebec, spoke to us one afternoon, explaining in clear terms how the melting polar ice cap was not only causing his people’s way of life to disappear in an astonishingly short time, but was also contributing to the salination of the largest supply of fresh water on the planet. He predicted that a full-time sea lane across the North Pole would be open by the year 2012, radically changing political and commercial interest in the region and further disrupting the indigenous way of life.

Although the classroom instruction and discussions with authors and leading researchers were fascinating, they paled in comparison to the many excursions and other cultural events we enjoyed. During the evenings and on weekends, we toured the Plains of Abraham, climbed up the Montmorency Falls, and listened to the legend of the tragic Marie who threw herself to her death after learning of her young lover’s death at the hands of the English. We attended the *Festival d’Été* events, some of which included *Cirque du Soleil*, various theatre

ments, the age of railroads and development, and the age of air travel and communication), Lepage’s masterpiece left me in awe as 400 years of *Québécois* history flashed before me. Initially intended to celebrate the quadricentennial of the founding of *la Nouvelle France*, the event was so successful that it has been extended through the summer of 2013. If you cannot see it in person, the National Film Board of Canada has a documentary titled *The Image Mill Revealed* on its Web site that would make an excellent classroom resource.

I thoroughly enjoyed my experience at the *Université Laval*, both for the academic challenge and the cultural exposure. After my return, I put the finishing touches on the social media site I created for sharing digital resources with colleagues. Since this site was created to pool our class digital resources, we opted not to make the site public, but you may contact me and I will gladly share my photos, videos, and downloads from the time I spent at the *Université Laval*.

Amy King  
[aking@neisd.net]

# AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING

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

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2013, 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 Chicago in July 2012.

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, 2012**.

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, 2012**. Decisions will be made by March 1. Recipients will be notified by March 15 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 to [abrate@siu.edu]. The nomination must be received no later than **February 1, 2012**.

## ADVOCACY

- Information about the most effective way to advocate for foreign language programs
- Links for language-related Congressional testimony
- Federal government grant opportunities

Check out the JNCL-NCLIS Web site at  
[www.languagepolicy.org](http://www.languagepolicy.org)

## AATF GRANT FOR NATIONAL FRENCH WEEK

Each year, the French Club at Baker High School celebrates National French Week. This year, we received a \$500 grant from the AATF to help us. Inspired by a video prepared by the AATF: "Parlez-vous the language of 20 million people?" we decided to make our own. We interviewed students about what they enjoyed most about studying French; and since it was in French, we subtitled it in English. We inserted photos of what we do in class and French Club. A background narration states all the useful reasons for studying French. It was "premiered" to the students at our annual spring celebration and to the members of the Board of Education and is posted on our Web site: [www.bhscirclefrancais.com]. Copies of the video were also given to administrators in the junior high and middle schools to be shown prior to the selection of a second language. Articles appeared in all school and local newspapers.

During National French week, French music could be heard throughout the

gift baskets and a grand prize raffle of a Lance Armstrong Radio Shack Tour de France 2010 "last day jersey." This jersey has a large 28 on the back for the 28 million people whose lives are touched by cancer. We were delighted to be able to make a donation of \$2800 to Paige's Butterfly Run. Paige Arnold was a student in our district who died of leukemia. Her friends and sister were French students at our high school, and the fundraising efforts of both honor society and French Club have always been dedicated to her. We became one of the official sponsors of the race last year, with our name and logo proudly alone on the sleeve.

The following week, we were busy baking *bleu-blanc-rouge* cupcakes for our Club meeting. It was an honor to welcome a Manlius, (NY) WWII hero and *Légion d'Honneur* honoree, Mr. Patrick Heagerty, who entranced the 83 members for the third time. His regiment was part of the Provence invasion where he was wounded. He is a former history teacher from Fayetteville-Manlius, and he

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### *We interviewed students about what they enjoyed most about studying French...*

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school, and the hall outside the French classrooms was decorated with "The World Speaks French" posters and pictures of famous people who speak French. French students wore their French Club tee-shirts which state on the back: *Oui, je parle français* as well as a French/American flag pin. During the week of November 11, students were once again given the opportunity to write messages of thanks. This is a project which began in 2003. Students and community members have the opportunity to express their gratitude to the American soldiers who died during the D-Day invasion. This year 1184 messages were written, attached to American flags, and placed on the graves of soldiers in the American Cemetery in Colleville-sur-Mer, along Omaha Beach in Normandy, when the students traveled to France in April.

Two activities were opened to the entire school free of charge: an after-school annual *crêpe* celebration and that evening, a feature film, *Le Petit Nicolas*, where refreshments were served. We held our annual pancake breakfast on Sunday where we prepared some twenty

drew the students into his story. This year, we are lucky to have a French student at Baker High School. Margot Courtois is an active member of French Club and the advanced French classes, and spoke to classes of life and school in her village along the northern coast of la Bretagne.

In that same month, we spent a day making beautiful chocolate roses that we wrapped and sold. With the proceeds of our sale, we were able to pay the airfare of one of our members, Nicholle Gerde, who travelled to Haiti where she spent three weeks participating in the continuing relief efforts after the 2010 earthquake.

The constitution of our National French Honor Society and French Club states that our purpose is to unite the French students in our school, serve our students, promote the study of French, and serve our community—locally and internationally. With the help of the AATF grant, we were able to do all this and for that we are most grateful.

Abbe Guillet  
Baker High School (NY)  
[anguillet@yahoo.fr]

## FRENCH ADVOCACY IN A NUTSHELL

The AATF has a Commission on Advocacy to defend your French program, whether you are a member or not. We have a Web site to explain our goals and objectives entitled "Ideas for French Language & Culture Advocacy" in the U.S. [www.utm.edu/staff/globeg/advofr.shtml] with a number of state-specific Web sites and informational databases linked to it.

**What do we do?** We work with you to develop a group of local and state allies (at school, in business, in the local and state political scene, among parents, etc.). We help you develop a corpus of local-specific knowledge and give you state-specific reasons why French is important. Among these allies, in most cases we can put you in contact with a chapter advocacy team.

**What kind of knowledge do we offer?** Recent economic, demographic, historical knowledge about your state that can be openers with power brokers or part of a winning argument in a debate. We offer the addresses of valuable contacts from consulates, state supervisors, your state's AATF chapters, regional chapters of the *Alliance française*, and many more.

**What else will we do?** We will help you create a game plan, and then play an appropriate role in its execution. Though we cannot guarantee to thwart the bad guys, we can be your best chance to save a good program, provided you let us know early enough. Of course, AATF members receive regular news of what we are doing through our paper publications and on our Web site [www.frenchteachers.org].

Tennessee Bob Peckham  
Chair, Commission on Advocacy  
E-mail: [bobp@utm.edu]

### Surf the Web

Visit the AATF Web site at  
[www.frenchteachers.org]  
All the latest information on:

- National French Week
- Chicago Convention
- *French Review*
- National French Contest
- *Société honoraire de français*

## 2010 NATIONAL FRENCH WEEK GRANT REPORT FROM CHARLESTON, SC

In cooperation with French teachers of the local public and private high schools and middle schools, the *Alliance française* of Charleston organized a Francophone Film Festival during National French Week 2010.

A questionnaire was sent to the French teachers of the area to get input on what kind of films and what schedule would work best for their high school and middle school students.

The film selection included:

*Le Petit Nicolas*: France's biggest success at the Box-Office in 2009;

*Sans Rancune! (No Hard Feelings!)* (2008) an entry from Belgium in the vein of *The Chorus*;

*Les Quatre Cents Coups (The 400 Blows)* the 1959 Truffaut classic about a teenage rebel;

*Le Jour avant le lendemain (Before Tomorrow)* (2008) is the survival tale of an Inuit grandmother and her grandson in 1840 Quebec near the Arctic Circle;

*Le Hérisson (The Hedgehog)* (2009), the story of the friendship between three outsiders, an 11-year-old girl, a smart concierge and a quiet Japanese businessman.

Two films geared toward the general public, *Deux de la Vague (Two in the Wave)* (2009), a documentary on the friendship between Truffaut and Godard, and *Capitaine Achab* (2007) based on the Moby Dick character, completed the program.

Three of the films, *Le Petit Nicolas*, *Sans Rancune*, and *Le Hérisson*, were not distributed in the U.S., and therefore the festival offered a unique *avant-première* opportunity.

With input from several teachers, a study guide was created for two of the films, *Le Petit Nicolas* and *Le Jour avant le lendemain* so teachers could use the film as an activity for their students.

Those study guides are available free of charge by e-mail from [pagejosette@aol.com] so teachers can adapt them to their classes. The DVDs can be obtained from [Amazon.com].<sup>1</sup>

The French Cultural Services and the Quebec Delegation in Atlanta provided one film each for which the public performance rights had been paid.<sup>2</sup>

A reception open to the public free of charge and featuring French dishes and appetizers prepared by local French restaurants, French bread, French cheeses

and pastries, preceded the screening of the Friday film. A thirty-two inch chocolate Eiffel Tower, made by a local French *chocolatier*, was drawn in a raffle.

Students from two high schools helped with the reception and with the tickets at the door.

On a big table near the door, teachers were able to pick up National French Week material: language posters, posters on La Fontaine's fables, pens, pencils, balloons, pins, brochures on "Why Study French" and brochures on the AATF.

After the festival, the film posters were given to teachers.

Because of the AATF Small Grant, we were able to charge a minimal amount at the door, which made the films accessible to a maximum number of students.

Teachers shared with the organizers their appreciation for the activities offered by the films and the timing of the festival during National French Week.

Without the generosity of AATF this program would not have been possible and students, teachers, parents, people in the community would not have been able to celebrate National French Week as well and enjoy current French culture in all its diversity.

Josette Sharwell  
Pat Caldwell  
*Alliance française*

<sup>1</sup> Please, be sure to check with your school policies on public performance rights before showing the films in your classes.

<sup>2</sup> *Capitaine Achab* is available upon request free of charge from the French Cultural Services in New York. However, it has nudity, violence and some bad language and it is recommended to see it before deciding to show it to students.

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### CONTACT YOUR FRENCH GOVERNMENT REPRESENTATIVE

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

## THE *FRENCH REVIEW* WELCOMES ARTICLES FOR A SPECIAL ISSUE ON: *LE FRANÇAIS A-T-IL UN AVENIR AUX ÉTATS-UNIS?*

This special issue, to be published in May 2013, will be devoted to professional issues, specifically the future orientation—or, more starkly, the survival—of French/Francophone studies in the U.S. While the title is deliberately *provocateur* in tone, its intent is quite serious. The recent waves of budget cuts and program closures constitute new challenges for our discipline, challenges that call for an in-depth discussion among participants at all teaching levels. Relevant topics can include new orientations for French/Francophone studies that would attract larger numbers of students; the connections between French/Francophone studies, business studies, social sciences, and other disciplines (journalism, engineering, etc.); the consequences of budget cuts at the K-12 and/or university level(s); how best to proactively counter the threat of program eliminations; the development of French for professional purposes; the future of French/Francophone studies within the context of the general decline in funding for humanities programs. This issue will include a *Témoignages* section, in which teachers can submit shorter texts detailing the challenges they face as well as their success stories about thriving French programs. Deadline for submission: **August 1, 2012**. Submitted articles should be sent by e-mail attachment to the Editor in Chief at [edward.ousselin@wwu.edu].

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### CALL FOR PROPOSALS 2012 AATF CONVENTION IN CHICAGO

The on-line call for proposals for the 2012 AATF convention, to be held July 5-8 at the Intercontinental Hotel on Michigan Avenue in Chicago has been posted on the AATF Web site at [www.frenchteachers.org]. Proposals will be accepted until **December 15, 2011**. All those interested in submitting a proposal should consult the AATF Web site. The theme for this year's convention is "Le Français au bord des Grands Lacs." Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

## TÊTE-À-TÊTE UPDATE

Are you feeling alone? Running out of ideas? Do you want to share your expertise with a colleague? At the *Tête-à-Tête* session "French *Bérets* to the Rescue! A Plan of Attack for Mentors, Mentees, and Colleagues" in Montreal, participants shared information about their French programs, their ideas, concerns, and needs as well as discussed actions to strengthen programs and give support to each other. The *Tête-à-Tête* teacher-to-teacher mentoring initiative is an effort to improve communication among teachers and enable collegial sharing in order to support and learn from one another. There has been much positive response to the project and a number of individuals, as well as chapters, are actively involved in mentoring. Many chapters have chosen Mentoring Coordinators who have presented workshops at state conferences on the topic of mentoring and who provide support for the teachers in the chapter involved in colleague to colleague sharing.

Jo Ellen Sandburg and I are currently the National Coordinators of this initiative. We are looking for individuals who would like to become involved as a mentor or who would like to have a mentor or serve as a Chapter Coordinator. We would especially like to invite all retired, experienced teachers who have time to share their experience and expertise with a teacher who needs support, to join the program. If you are already a Chapter Coordinator or are participating in a mentoring partnership, please let us know. We plan to create a blog on the AATF Web site where teachers can share their ideas and ask for/offer help to each other as well.

We have drafted guidelines for Chapter Mentor Coordinators and Mentors in order to clarify the roles of each. The chapter coordinator's role is primarily to (1) inform the chapter about the initiative through presentations at local meetings, the chapter Web site and/or newsletter, etc.; (2) be a mentor and/or help identify individuals within the chapter who want to serve as mentors, have a mentor, or participate in collegial sharing; (3) publicize the initiative by distributing photocopies of the *Tête-à-Tête* flyer (we can send you an electronic copy) at state, local, and regional conferences, chapter meetings, schools, etc.; (4) serve as a liaison between the chapter and the national coordinators. The role of a mentor is to (1) create a *Tête-à-Tête* partnership to discuss ideas and enable the partners to support and learn from each other;

(2) offer assistance and collaboration; (3) share areas of expertise and correspond via e-mail, telephone or face to face.

Mentor/mentee relationships can be intensive or more casual and sporadic, depending upon needs which may arise during teaching experiences.

If you would like to participate in the initiative in any of the roles described above, please contact me. Through working together and supporting each other, we can strengthen our programs and advance our mission of teaching French and Francophone culture.

Suzanne Hendrickson  
[hendricksonr@umsl.edu]

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### AATF SMALL GRANT REPORT: SYNERGIES

An AATF Small Grant was awarded to support the e-newsletter produced at the University of Wisconsin. The project met its three goals:

1. To expand and publish the newsletter during the 2010-2011 academic year and distribute it to a mailing list of French teachers in Wisconsin and nationally.

The goal was met: 15 newsletters were sent on the following themes: summer vacation in France; *Les Misérables*; short stories from the Francophone world; deserts, sweets, and pastries in France; Francophone Africa; Women in France; French people and love; economy, work and the job market in France; the Eiffel Tower; the importance of the French language; the retirement system in France; Halloween and *la Toussaint*; French amusement parks; ecology and the environment; *Le Petit Nicholas*. These newsletters were redesigned to meet interests of a wide range of students and offer activities for beginners as well as intermediate and advanced students.

2. To expand the distribution list of the newsletter.

The goal was met. We began the academic year with 427 teachers receiving the newsletter. We publicized an offer for the free newsletter through the AATF *National Bulletin*, at the annual meeting of the Wisconsin Association for Language Teachers, and through the AP listserv, as well as through our Web site. We ended the academic year with 606 teachers receiving the newsletter, an increase of 179 recipients (41.9% increase). Please see the link below for a map of our readers: [<http://maps.google.com/maps/ms?ie=U>

TF8&hl=en&vps=2&jsv=338a&oe=UTF8&misa=0&msid=215066858513416759581.0004821b508d653f2967b].

3. To survey teachers about the future of the newsletter and prepare for its continuation after my retirement in May 2011.

Progress has been made toward this goal. A survey of readers was conducted to assess their interest in the newsletter and in a possible on-line course about using newsletter materials. The newsletter is currently sponsored and financed by the Division of International Studies, University of Wisconsin-Madison, with support from the Department of French and Italian. With pending budget cuts, there is concern about the ability to fund the newsletter, at least at its current level of support. To respond to that concern: I have solicited and received donations from readers. Sage Goellner, Continuing Studies, UW-Madison, has prepared a budget proposal for Gilles Bousquet, Dean of the Division of International Studies, for moving the primary responsibility for preparing the newsletter to Continuing Studies, where it will fit well with its mission of outreach to teachers. I am hopeful that these plans will be fruitful and that the newsletter will continue next year.

I thank the AATF for its support through this grant, which has been instrumental in allowing us to meet our goals. I thank Cyrielle Faivre for her excellent work on the newsletter this year, and all our contributors, as listed on each newsletter.

Sally Magnan  
University of Wisconsin  
[smagnan@wisc.edu]

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### NEWS FROM THE EXECUTIVE COUNCIL

Four new Executive Council members joined the group during the 2011 Convention in Montreal. Madeleine Turan returned to the Council as Vice-President, after having served a term previously as Regional Representative. In addition, Christine Gaudry-Hudson, Region III Representative, Fred Toner, Region V Representative, and Janet Smith, Region VII Representative, were all elected to three-year terms (2011-2013)

We are pleased to welcome all these individuals who are so generously offering their time and expertise for the benefit of the Association and French teachers everywhere.

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 non-member price is in parentheses.

## PROMOTION OF FRENCH (MEDIA)

**Forward with FLES\*** 11-min. DVD encourages French FLES\* programs with comments from experts, administrators, and teachers.

**Open Your World With French/Le Français m'ouvre le monde** 10-min. DVD encourages students to study French.

**Forward with French** 10-min. DVD has interviews with business people in NY state who use French in their work.

**Note:** Videos are \$15 (\$18). All three of the previous videos on one DVD for \$45.

## 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**
- **Why French FLES\*?**
- **French by the Numbers**
- **French is Not a "Foreign" Language**
- **Why Learn French?**

## AATF PROMOTIONAL ITEMS

**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)

**Forward with French** bumper stickers. 50 cents each or 10 for \$4 (10 for \$6)

**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

**La France divisée,** 36-min. documentary exploring two sides of France during WWII, collaboration and resistance. Study guide. DVD: \$25 (\$35); study guide \$5 (\$6) posters + guide (\$40)

**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

**Reflets français,** 58-min. video featuring the songs of Éric Vincent and the sights of Paris. Includes study guide. \$20 (\$30)

## 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)

**AATF medallions,** 1½-in. blue, gold, and white *cloisonné* enamel; reverse side plain. Please specify design. French hexagon, with "American Association of Teachers of French" around perimeter. \$6 each or 3 for \$15 (\$7.50 each or 3 for \$20)

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

## OTHER MATERIALS

**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)

**National French Week Posters,** extra copies available while supplies last. \$2 each or 10 for \$15.

**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. \$12 (\$16)

**Color Postcards:** Sets of 10 postcards on 6 different themes: (1) Paris, (2) Provence, (3) French Cathedrals, (4) French Châteaux, (5) Quebec, and (6) Martinique. Twelve-page teacher's guide included with each set. Specify which set(s). Each set \$8 or all 6 sets for \$45 (\$10 each or all for \$55). Extra card sets \$2.50 each.

## 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

**National French Week T-shirt:** blue with NFW logo. Specify size. \$13 for M, L and XL; \$14 for XXL

**Vues sur le monde francophone: cinéma et société,** blue with white text. Specify size. \$10 each or 3 for \$20. (While supplies last)

## WORLD SPEAKS FRENCH MATERIALS

See On-Line Store for ordering.

## AATF FLES\* COMMISSION REPORTS

**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

Other titles: **Reaching All FLES\* Students** ('95) \$9

**FLES\* Methodology I** ('94) \$9

**Expanding FLES\* Horizons** ('93) \$9

**Evaluating FLES\* Programs** ('92) \$9

**Implementing FLES\* Programs** ('91) \$8

**Innovations in FLES\* Programs** ('90) \$8

**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, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; [aatf@frenchteachers.org]. Prices valid through 12/31/11.

## 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, or French Club, Pi Delta Phi, 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 On-line Store.

### What's New in the *French Review*?

Vol. 85, No. 1 (October 2011)

Articles include the titles below and more:

- "Bloc-notes culturel: l'année de tous les scandales" (Spoiden)
  - "Avignon 2010: Celebrating the Body—Singular and Collective" (Turk)
  - "The Year in Poetry 2010: From Bonnefoy to the Blues" (Prévots)
  - "History and histoire: The Novel in 2010" (Cloonan)
  - "*Bienvenue chez les Ch'tis*: approche pédagogique d'un film de ch'nord" (Degroult)
  - "Awakening from the Algerian War: *Mon colonel*" (Wallenbrock)
  - "Meanings of Hybridity in Aimé Césaire's *Discours sur le colonialisme*" (Dzero)
  - "Optimal Adaptation in Fred Vargas's and Régis Wargnier's *Pars vite et reviens tard*" (Durham)
  - "Les écrivains algérienistes et arabo-berbères face à la France coloniale" (Khelouz)
  - "Danse et musique en politique" [première partie] (Abrate)
- and don't forget the many fine reviews.

### FRENCH REVIEW NOW AVAILABLE ON- LINE

The AATF is pleased to announce that *French Review* Vols. 1-81 (1927-2008) are now available in the J-STOR Archive of scholarly journals as part of J-STOR's Language and Literature Collection. The Collection was developed in conjunction with the Modern Language Association to reflect the worldwide diversity in the field of language and literature studies.

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

J-STOR is an independent not-for-profit organization with a mission to create a trusted archive of scholarly journals. Information regarding J-STOR is available at [[www.jstor.org](http://www.jstor.org)].

### FRANCE SYNERGIES

France Synergies, an electronic newsletter with pedagogical activities, is offered free to French teachers every other week during the academic year by the University of Wisconsin Madison, Division of International Studies and Department of French and Italian. Each newsletter has a cultural theme and includes pedagogical activities on cultural topics, actualities, proverbs and sayings, songs with words and videos, and films. For the different sections of the newsletter, teachers and their students are directed to Web links around which the activities are written. There is also an announcement section.

Reader contributions are welcome. Material is most often used by third- and fourth-year French classes, but some links and activities are provided for first- and second-year students as well. The newsletter comes by e-mail every other week. To subscribe, send your e-mail address to [[ssmagnan@wisc.edu](mailto:ssmagnan@wisc.edu)] with a message line, "SUBSCRIBE France Synergies newsletter."

Sally Magnon  
[[ssmagnan@wisc.edu](mailto:ssmagnan@wisc.edu)]

## 2012 AATF ANNUAL CONVENTION CHICAGO, JULY 5- 8, 2012

## 2012 ADMINISTRATOR OF THE YEAR AWARD

The AATF/Concordia Language Villages/French Cultural Service 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 extra-curricular programs which enhance the study of French, support for professional development specifically for language teachers, and support for a cross-disciplinary school- or campuswide 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, 2011**. 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 2012) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials electronically in .pdf format to [abrate@siu.edu].

### Visit the AATF Web site!

Beginning with the September 2010 issue of the *National Bulletin*, if you wish to read the news from your chapter or from another chapter, you can visit the AATF Web site and click on Chapters. The address is: [www.frenchteachers.org].

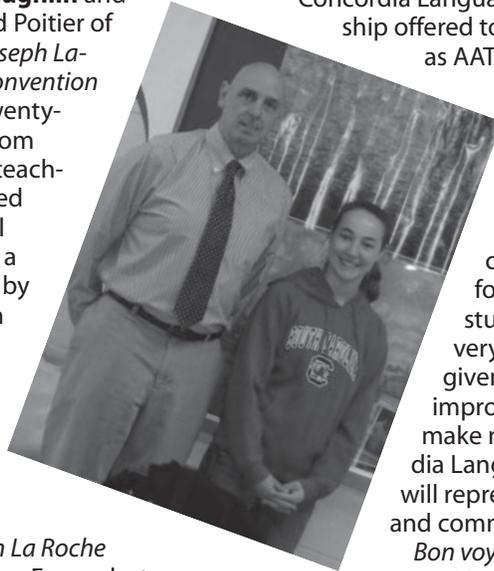
Continue to send your news to the Editor of the *National Bulletin* so that it can be prepared for the Web site.

Jane Black Goepper  
Editor  
[jbg@fuse.net]

## AATF/CONCORDIA LANGUAGE VILLAGES/FRENCH EMBASSY ADMINISTRATOR OF THE YEAR

Triton Regional High School (MA) Principal **Kevin McLaughlin** and Principal Bertrand Poitier of the *Lycée Saint Joseph La-Roche* signed a *convention de partenariat*. Twenty-three students from France and their teachers were welcomed to Triton Regional High School with a luncheon hosted by Mr. McLaughlin in October 2010.

**Casey Ross**, freshman at Triton Regional High School, hosted a French student from the *Lycée Saint Joseph La Roche in La-Roche-sur-Yon, France* but was unable to travel to France with Triton students in the Spring of 2011. She is the



recipient of the AATF/French Embassy/Concordia Language Villages Scholarship offered to Principal McLaughlin as AATF Administrator of the Year.

Casey is an outstanding French student and a valued member of the Triton Regional High School community. She looks forward to pursuing her studies in French and is very excited about being given the opportunity to improve her French skills and make new friends at Concordia Language Villages. Casey will represent the Triton school and community well.

*Bon voyage, Casey, et un grand merci à Monsieur McLaughlin.*



### SÉMINAIRE EN POLOGNE

Le séminaire d'études en Pologne sur le camp d'Auschwitz, les traces juives de Cracovie et le crime contre l'humanité aura lieu du samedi 22 octobre au vendredi 28 octobre 2011. Ce séminaire n'a lieu que tous les deux ans et se déroule en français.

Pour les participants américains les seuls dépenses sont le prix du billet d'avion. Il n'y a pas d'autres frais tels hébergement, repas, musées, etc. En plus que des Américains, il y a des professeurs français qui y participent.

Susan Redd, membre de l'AATF, y a participé et conseille de porter de chaussures très solides, gants, foulard, chapeau mou, lunettes de soleil, lampe à poche et mouchoirs.

Elle a dit que la nourriture est bonne car ce sont des Français qui prennent en charge les repas!

Pour tous renseignements, contacter: Pierre-Jérôme Biscarat, Service pédagogique de la Maison d'Izieu, téléphone 04 79 87 21 05 ou téléphone personnel (après 21 heures) 04 72 44 99 24; mél: [biscarat@hotmail.com].

### NEW HONORARY MEMBERS

Three exceptional individuals were named Honorary Members of the AATF at the Awards Banquet in Montreal.

**Marie-Christine Koop**, AATF Past-President, has served the association in many capacities. She chaired the Task Force on the Promotion of French begun back in the 1990s, which later became the Commission for the Promotion of French. She has been a Review Editor for Culture for the *French Review* and is the Chair of the Commission on Cultural Competence. She organized cultural seminars in France, in Quebec, and in Switzerland and Belgium, each time producing a volume of articles based on the seminar.

**Marie-Simone Pavlovich** recently retired from Northwestern University (IL). For the past seven years, she has organized a *dictée* during the annual convention. She herself was a finalist in Bernard Pivot's *la grande dictée*. In the Chicago/Northern Illinois Chapter, she is affectionately referred to as *Madame Dictée*.

**Manfred Overmann** teaches at the *Université des Sciences de l'Éducation de Ludwigsburg (Allemagne)*. He first attended an AATF convention as an invited guest of then President Marie-Christine Koop in 2009 in San Jose. He has since become a regular presenter, sharing with AATF members the innovative Web sites he has developed on teaching French and on exploring Quebec.

## 2012 ISE “LANGUAGE MATTERS” AWARD

The AATF is pleased to announce that Intercultural Student Experiences (MN) will again recognize an outstanding high school teacher of French at the AATF annual convention in Chicago in July 2012. Previous recipients of this award are Marion (Mimi) Hagedorn (KY) in 2005, Davara Potel ♣(OH) in 2006, Donna Czarnecki (IL) in 2007, Teresa Lambert ♣(KY) in 2008, Beth Pierce ♣(MS) in 2009, Megan Iranpour ♣(KY) in 2010, and Dawn Young (NC) in 2011.

Dennis Meredith, former Director of Education at ISE, said: “Our goal is simply to recognize those who do an outstanding job getting their students to speak French. The name of the award is based on our logo, which proclaims ‘Where Language Matters.’ The award reflects the mission of ISE as a nonprofit educational organization founded more than 30 years ago by foreign language teachers for the purpose of creating authentic beyond-the-classroom experiences for American foreign language students and teachers.”

**AWARD:** The ISE Language Matters award will consist of a framed award certificate accompanied by a cash award funded by ISE.

**ELIGIBILITY CRITERIA:** The applicant selected for this award will be a high school teacher of French and member of the AATF who has achieved outstanding success in getting students to speak French through exemplary motivation and creative methods. In addition, the winner will be a teacher who has provided authentic immersion experiences outside the classroom for students to apply their speaking skills. Participation in an ISE program is not among the criteria.

**DOSSIER:** The following items, which should not be bound or stapled, constitute the nominee’s dossier: (1) A letter of nomination from an AATF member outlining why the nominee deserves the award and specifically addressing the criteria listed above; (2) A letter supporting the nominee from a school or district supervisor/administrator; (3) The nominee’s CV (with all contact information), plus the name of the school principal and his/her contact information, and the e-mail address of those providing letters in #1 and #2; (4) A personal statement from the nominee, noting evidence of activities, strategies, and techniques designed to promote and improve students’ speaking abilities in French, students’ achievements, and student exchange/travel experiences, as well as other immersion experiences outside the classroom.

**Deadlines:** The nominee’s dossier must be received by **February 1, 2012**. It should be sent electronically in .pdf or Word format to [abrate@siu.edu]. The recipient of the award will be notified by April 1, 2012. The award will be presented during the AATF Convention in Chicago, July 5-8, 2012. Questions about this award should be directed to [abrate@siu.edu]. For more information in ISE visit [www.isemn.net].



### NEW RUBRICS IN THE FRENCH REVIEW

The *French Review* has reorganized its issues, eliminating a few previous rubrics and introducing the following new rubrics:

(1) *Actualités du monde francophone: applications pédagogiques*

Have you recently used news reports of current events in one of your classes? Did you apply a particularly effective teaching method? Do your students now know more about the Francophone world? If so, this rubric will allow you to share your experience with your colleagues.

(2) *Lettrismes: le français dans tous ses états*

This rubric is devoted to our endless fascination with the French language. Can you present and explain a set of words or expressions in an original way? Can you produce a drawing that will visually illustrate an idiomatic expression? If you are serious about your wordplay, share your texts and graphics with our readers.

Both these new rubrics are designed for shorter texts (between one and two thousand words). For each of them, part of the content (links, graphics, etc.) can be posted on the *French Review* Web site. All AATF members who have developed innovative methods to use current events in the Francophone world for teaching purposes, or who have found intriguing or playful ways to illustrate words or expressions in French, are invited to submit their texts.

Submitted articles should be sent by e-mail attachment to the Editor in Chief at [edward.ousselin@wwu.edu].

## MEMORANDUM FROM THE U.S. SECRETARY OF DEFENSE

Memorandum For Secretaries of the Military Departments, Chairman of the Joint Chiefs of Staff, Under Secretaries of Defense, Commanders of the Combatant Commands, Director, Cost Assessment and Program Evaluation, General Counsel of the Department of Defense, Directors of the Defense Agencies, Directors of the DoD Field Activities

Subject: Language Skills, Regional Expertise, and Cultural Capabilities in the Department of Defense (DoD)

Language, regional and cultural skills are enduring warfighting competencies that are critical to mission readiness in today’s dynamic global environment. Our forces must have the ability to effectively communicate with and understand the cultures of coalition forces, international partners, and local populations. DoD has made progress in establishing a foundation for these capabilities, but we need to do more to meet current and future demands.

The Department must establish and execute policies and procedures that show we value these skills. As a minimum, both military and civilian personnel should have cross-cultural training to successfully work in DoD’s richly diverse organization and to better understand the global environment in which we operate. Commanders must ensure that deploying units, leaders, and staffs receive the language and culture training that is commensurate with their missions and responsibilities. We must also increase and sustain the foreign language proficiency of our language and regional professionals if we are to be able to understand and plan for future missions. Finally, we must build relevant career models for officer and enlisted personnel that place a high value on language, regional and culture expertise to increase DoD’s capacity to support global missions.

In order to move forward to meet the challenges of building and sustaining these skills, I have asked the Under Secretary of Defense for Personnel and Readiness to develop a way ahead. I expect your full support as we proceed in building and institutionalizing these vital skills in our Force.

Leon Panetta  
Secretary of Defense

## SPECIAL OFFER: NEW 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.

\$ .44 postage required for 4 copies of the flyer

\$ .61 postage 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 non-members at \$.20 per copy.

Mail your SASE and request to AATF Flyer, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

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## AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$75 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing in the *National Bulletin* (p. 38). All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
  - 100 copies of the flyer *French by the Numbers*
  - 100 copies of the flyer *10 Reasons to Learn French*
  - 100 copies of the flyer *Speaking French: An Investment in the Future*
    - \_\_\_\_\_ 25 copies of the *Why French FLES\*?* flyer (optional at no extra cost; check if you would like to receive them)
    - \_\_\_\_\_ 10 copies of the "Help Wanted" flyer for counselors (optional at no extra cost; check if you would like to receive them)
  - 10 Forward with French bumper stickers
  - 50 World Speaks French postcards
  - one AATF promotional video/DVD or CD (Please indicate your choice; select only one.)
    - \_\_\_\_\_ DVD *Le Français m'ouvre le monde*                      \_\_\_\_\_ DVD *Forward with French*
    - \_\_\_\_\_ DVD *Forward with FLES\**    \_\_\_\_\_ DVD *French-Speaking Louisiana*
  - one AATF guide or FLES\* report (Please indicate your choice; select only one.)
    - \_\_\_\_\_ *Calendrier perpétuel*    \_\_\_\_\_ *La Vie des mots*
    - \_\_\_\_\_ *Vive le français!* (activities)
    - \_\_\_\_\_ FLES\* report (See the *National Bulletin*, p. 38 for descriptions and titles; specify by year.)
  - promotional items (Select only one.)
    - \_\_\_\_\_ 50 World Speaks French pencils                      \_\_\_\_\_ AATF Notecards (2 sets of 12 cards)
    - \_\_\_\_\_ 25 On est les meilleurs! buttons                      \_\_\_\_\_ 25 Forward with French pens
- Total (\$75 per kit): \_\_\_\_\_

This entire kit is available for \$75 (postpaid). This represents a 40% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders. Valid through 12/31/11.

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

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

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

Telephone: \_\_\_\_\_ (H/W) E-mail: \_\_\_\_\_

# CALENDAR OF EVENTS

**AFRICAN STUDIES ASSOCIATION (ASA) INSTITUTE, November 17-20, 2011, Washington, DC.** Information: Kimme Carlos, Annual Meeting Coordinator, Rutgers University, Douglass Campus, 132 George Street, New Brunswick, NJ 08901-1400; Phone: (732) 932-8173; Fax: (732) 932-3394; e-mail: [annualmeeting@africanstudies.org]; Web: [www.africanstudies.org].

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), November 18-20, 2011, Denver, CO.** Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; e-mail: [headquarters@actfl.org]; web: [www.actfl.org].

**NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL), November 18-20, 2011, Denver, CO.** Information: NNELL, P.O. Box 7266, B 201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; e-mail: [nnell@wfu.edu]; Web: [www.nnell.org].

**MODERN LANGUAGE ASSOCIATION (MLA), January 5-8, 2012, Seattle, WA.** Information: MLA, 26 Broadway, 3<sup>rd</sup> floor, New York, NY 10004-1789; phone: (646) 576-5000; fax: (646) 458-0030; [www.mla.org].

**INTERCULTURAL COMPETENCE AND FOREIGN/SECOND LANGUAGE IMMERSIVE ENVIRONMENTS, January 26-29, 2012, Tucson, AZ.** Information: Center for Educational Resources in Culture, Language and Literacy (CERCLL), Modern Languages Room 561, University of Arizona, Tucson, AZ 85721; phone: (520)-626-8071; fax: (520)-626-3316; e-mail: [cercll@email.arizona.edu]; Web: [www.cercll.arizona.edu].

**CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL), March 8-10, 2012, Milwaukee, WI.** Information: Patrick T. Raven, Executive Director, CSCTFL, P.O. Box 251, Milwaukee, WI 53201-0251; phone: (414) 405-4645; fax: (414) 276-4650; e-mail: [csctfl@aol.com]; Web: [www.csctfl.org].

**CULTURES AND LANGUAGES ACROSS THE CURRICULUM (CLAC), March 9-10, 2012, Minneapolis, MN.** Information: CLAC Consortium; Web: [clacconsortium.org].

**SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), March 22-24, 2012, Atlanta, GA.** Information: Lynne

McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. phone: (770) 992-1256; fax: (770) 992-3464; e-mail: [lynnemcc@mindspring.com]; Web: [www.scolt.org].

**AMERICAN ASSOCIATION OF APPLIED LINGUISTICS (AAAL), March 24-27, 2012, Boston, MA.** Information: AAAL, 2100 Roswell Road, Suite 2000, PMB214, Marietta, GA 30062; phone: (678) 229-2892; fax: (678) 560-9112; e-mail: [info@aaal.org]; Web: [www.aaal.org].

**TEACHERS OF ENGLISH TO SPEAKERS OF OTHERS LANGUAGES (TESOL), March 29-31, 2012, Philadelphia, PA.** Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314; phone: (703) 836-0774; fax: (703) 836-7864; e-mail: [info@tesol.org]; Web: [www.tesol.org].

**NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (NECTFL), April 21-23, 2012; Baltimore, MD.** Information: Rebecca Kline, Executive Director, NECTFL, c/o Dickinson college, P.O. Box 1773, Carlisle, PA 17013-2896; phone: (717) 245-1977; fax: (717) 836-7864; e-mail: [nectfl@dickinson.edu]; Web: [www.nectfl.org].

## SPECIAL NOTICE

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

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

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C

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H

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July 5-8, 2012  
Chicago



Watch for updates:  
[www.frenchteachers.org](http://www.frenchteachers.org)  
"Le Français au bord des Grands Lacs"

## CONTACT REPRESENTATIVES OF QUEBEC

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



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## REMINDER: IMPORTANT DEADLINES AND DATES

October 15	Deadline for submissions for the National French Week Poster & Essay Contests (see page 22)
November 1	Deadline for receipt of AATF election ballots (page 44) Deadline for submissions for the January <i>National Bulletin</i>
Nov. 8-14	National French Week
November 15	Deadline for Submissions for National French Week Video/Animation Contest (page 22)
December 1	Deadline for nominations for 2012 Administrator of the Year (page 40)
December 15	Deadline for receipt of proposals for Chicago convention (page 36)
January 20	Deadline for applications for ASFAP Scholarships (page 30)
February 1	Deadline for submissions for Dorothy S. Ludwig Excellence in Teaching Awards (page 34) Deadline for submissions for ISE Language Matters Award (page 41) Deadline for submissions to the April <i>National Bulletin</i>
February 15	Deadline for submissions for AATF Summer Scholarships (see November issue)
March 1	Deadline for submission for AATF Small Grants (see November issue)
March 15	Deadline for submissions for the Walter Jensen Scholarship for Study Abroad (see November issue)
July 5-8	AATF Annual Convention in Chicago (see page 36)
August 1	Deadline for submissions to special issue of the <i>French Review</i> (page 36)

## ELECTIONS THIS FALL YOUR VOTE COUNTS!

The AATF will be holding elections this fall for five positions on the Executive Council. Regional Representatives will be elected for a three-year term (2012-2014) in Region I: New England, Region VI: West Central, and Region VIII: Southwest. An AATF Vice-President will also be elected for the term 2012-2014. Finally, we will also elect our next President, who will serve one year (2012) as President-Elect, three years as President (2013-2015), and one year as Past-President (2016).

Ballots will be included with the dues renewal notices that every AATF member will receive in early September. Ballots must be returned to National Headquarters by November 1, 2011.

## FRENCH LANGUAGE ADVOCACY WIKI

How do I ...

- Recruit more students?
- Be more visible?
- Cultivate allies?
- Formulate cogent argument for studying French?
- Engage others to advocate for my program?

For ideas and ready-made documents, click on [[Frenchadvocacy.wikispaces.com](http://Frenchadvocacy.wikispaces.com)].