



American Association of Teachers of French

Francofeuilles

Chicago/Northern Illinois Chapter

Hiver 2015

Un Message de votre Présidente

Bonjour tout le monde,

Après la pluie, le beau temps ... Et pour nous de la région de Chicago -- Après notre long hiver, ce merveilleux temps du printemps ... enfin! Comme vous avez certainement lu dans les courriels que je vous ai envoyés depuis le début du mois de février, il y a beaucoup d'opportunités et de changements parmi nos collègues de Français. Je me rappelle d'une réunion de printemps, il y a 8 ans ou plus, que j'ai regardé les autres membres autour de moi, et j'ai remarqué qu'il y avait plein de femmes d'un certain âge ! Mais récemment, à la réunion d'hiver à Benet Academy, j'ai noté tant de nouveaux **et** de jeunes visages. Notre chapitre a une richesse de talent, avec ce mélange.

A notre prochaine réunion, nous célébrerons les accomplissements et les dons de deux membres de notre chapitre qui recevront le Prix du Chapitre en reconnaissance des tas de choses qu'elles ont faites pour promouvoir la langue française et pour partager leur amour pour cette belle langue, en plus que pour les cultures du monde francophone. Un programme fascinant, un déjeuner somptueux, et la présentation des Palmes Académiques ... j'espère que vous pourrez nous rejoindre le 2 mai pour la Réunion de Printemps.



Avez-vous l'intention de venir à Saguenay cet été, pour profiter du Congrès National ? Il sera le cinquième congrès pour moi, et je voudrais vous assurer que ça vaut la peine d'y aller ! Demandez aux directeurs de vos écoles pour vous renseigner si au moins une partie des frais pourra être remboursée. Au cas où ce ne serait pas possible, peut-être que vous pourriez planifier un voyage en famille au Québec.

Amicalement,

Martha Behlow, Présidente
AATF Chicago / No. Illinois Chapter

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AATF Réunion d'hiver

On Saturday, February 7, 2015, more than fifty AATF members gathered at Benet Academy for the *réunion d'hiver*. After visiting informally over *croissants et café*, participants had the opportunity to attend a variety of sessions pertaining to the theme: *Le Monde multilingue à la portée de nos apprenants*.

The program began with a presentation by Linda Egnatz, 2014 ACTFL National Language Teacher of the year and an expert on the Seal of Biliteracy. Linda explained the current state requirements for districts interested in implementing this new recognition for students who demonstrate proficiency in two languages. She also discussed how the Seal of Biliteracy impacts our language programs and stressed the importance of teaching for proficiency. She concluded her presentation with numerous tips and techniques for teaching and testing for proficiency.



After this general session, participants had the choice of attending two of five smaller special-interest sessions. In the first session, "Creating Cultural Capital in French through Composition and Conversation", Rebecca Léal of Elmhurst College explained how she uses pop culture from throughout the Francophone world to maximize interest in French while teaching real-life skills. In this course, students improve their language skills and cultural knowledge by producing newscasts, writing film reviews and creating an online popular interest magazine, etc.

In the second session, "Training for Assessment in Language Learning in Illinois (TALL-IL)", Todd Bowen of Niles District 219 and Professional Awareness Chair for ICTFL, shared information on this ACTFL/ICTFL standards-based initiative. Participants learned about the TALL-IL institute on Unit Design and Performance Assessment to be held this summer, ICTFL's leadership development program and other resources offered by ACTFL and ICTFL.



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Erin Gibbons and Katherine Wolfkiel presented the third session on their respective *stages pédagogiques*. Erin, a teacher at Richard Burton H.S. discussed her experience at CAVILAM in Vichy, while Kathryn, department chair at Barrington H.S., discussed her experience at CLA in Besançon. Both Chapter members received French government scholarships for *their stages*.

In the fourth session, “Introduction to OPI”, participants had the opportunity to learn about the Oral Proficiency Interview from Kellye McKay-Guzik, an OPI rater and tester and Department Chair at Glenview North H.S. After learning about the different proficiency levels, participants watched videos of OPI interviews and practiced applying the OPI rating scale.



In the final session, « *Accélérez l'apprentissage avec le storytelling* », Andy Lelo, a teacher at Catherine Cook School, presented an original educational cartoon series that he has created and published. Participants learned how they could incorporate this series in their program.

The program ended with a *tombola* in which many attendees won a special prize. In addition, every participant received a goodie bag filled with items from the francophone world.

Many thanks to Nataliya Zimmerman and the program committee for organizing this informative program. Brenda Crosby, Rebecca Léal, Phyllis Perkins, Suzanne Giacotto and Nitya Viswanath were instrumental in making sure that the program ran smoothly when Nataliya could not be present due to a death in her family. Finally, *un grand merci* to Stephanie Saul of Benet Academy for hosting the event.

Cathy Kendrigan (Loyola Academy)
cathykendrigan@gmail.com
(Photos : Cathy Kendrigan, Stephanie Saul and Suzanne Giacotto)



Linda Egnatz and Katherine Wolfkiel

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Réunion d'hiver : Photo Gallery



« Trois générations » de professeurs

Rosalee Gentile reconnects with her high school teacher, Maria Schoon, (left) who inspired her to become a French teacher and former student,, Gina Drakes who is now a French teacher at Lake Park H.S.

Rita Dainko, French teacher at Round Lake H.S., reconnects with former teachers Pam Cabreen and Martha Behlow of Geneva H.S.



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“Overheard” at the recent Feb 7 AATF program

On a partagé de bonnes idées et c'était très agréable de faire les connaissances des autres profs.

-Lizzie Swinderman, Rochelle Twp H. S.

The sessions have helped me reflect on my teaching philosophy and methods to improve my instruction.

-Thomas Kallas, Glenbard South H. S.

J'ai appris l'existence de nouveaux outils disponibles sur la toile. Une session m'a donné de nouvelles idées pour l'enseignement des cours avancés.

-Janette Bayles, Elmhurst College

So many ideas for classroom interaction! Re-energized my love of teaching French.

-Gloria Maliszewski, Deerpath Middle School, Lake Forest

The presentation about the Seal of Biliteracy provided practical information to help sell the value of learning a second language at a big picture level...

-Fiona Spence, IMSA

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How did you benefit from your attendance at an AATF National Convention?

Make plans now to attend this year's AATF National Convention in Saguenay, Québec!, July 8-11!

I learned some new strategies that I was able to implement in my classes. I also appreciated the opportunity speak French with my colleagues...
-Carolyn Fitzgerald,

The most important thing that has benefitted me is the friendships and network that I have built over time....(that) have proven to be invaluable.

-Margarita Levasseur,

My school generously agreed to pay a portion of my "frais" for Saguenay. I appreciate those who encouraged me to ask for it! -
Korin Mihevc, Fenwick, H. S.

I always come away with "prêt à porter" ideas for my classes. It's great to network with teachers from our chapter but also to meet those from other states.

-Erin Gibbons, Richmond-

À l'époque, j'étais étudiante, mais c'était magnifique de voir une communauté de profs et aussi de faire les connaissances!
- Antonia Fawell, CPS

Quotes collected by Eileen Walvoord,
chair of the Advocacy Committee.

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La Semaine Nationale du Français: Un Après-midi en ville

On November 8th, 2014, members of AATF Chicago/Northern IL Chapter along with their friends and spouses spent a fun-filled two hours at Chez Moi in Chicago's Lincoln Park neighborhood. To celebrate National French Week, which ran from November 5 – 11, the Chapter sponsored a *dégustation de vins et de fromages*.



Our host for this delightful event was Chef Dominique Tougne who regaled his audience, *en français, bien sûr*, with amusing stories and interesting commentary on the cheeses we tasted. We all appreciated his charming sense of humor and cheerful manner. There were five delicious cheeses paired with excellent French wines that suited each different flavor and texture. Nicole, a budding sommelier, provided background information on the wines that we sampled. The atmosphere was convivial and warm and authentically French. Laughter and hearty conversation rounded out the afternoon.



Chef Dominic Tougne with Chapter members Phyllis Perkins and Laura Schmuck. The National French Week Committee, headed by Phyllis, organized this special event for the Chapter .

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La Semaine Nationale du Français: Un Après-midi en ville (suite)



As many members prepared to stay at Chez Moi for dinner, one could hear them enthusiastically supporting a repeat of this event for next year's National French Week celebration. A special thank you goes out to Magdalena Ponsort, the Event Coordinator, and to Clara Orban, who initiated this wonderful wine and cheese tasting. Of course, we send "un grand merci" to Chef Dominique Tougne who created such a memorable afternoon for those who participated. "Chapeaux"!

Phyllis Perkins (perkinspd1@comcast.net)
(Photos: Martha Behlow)



CHAPTER NEWS

La Semaine Nationale du Français: Winners of Video and Trivia Contests 2014

National French Week took place November 5-11. The theme was “*Le Français: langue à multiples visages*”. The Chicago/N.Illinois Chapter of AATF sponsored two contests: a video/animation contest and a trivia contest.

Twice as many students as last year participated in the video contest and submitted clever and creative works.



Video Contest Winners:

- 1st place: Loyola Academy:
Katie Enrietto, Charlotte Kolada, Ellie Mollman (Teacher: M. Sapp)
- 2nd place: Geneva High School:
Natalie Cooper, Kyle Crmpton, Teegan Ebel, Arianna Stancari (Teacher: Mme Behlow)
- 3rd place: Niles West High School:
Abby Onate, Tamara Simovic (Teacher: Mme Natzke)
- 4th place: Loyola Academy
David Gonzalez-Velez (Teacher: M. Sapp)
- (tie) Niles West High School:
Patrick O'Dwyer, Nikola Spasojevic (Teacher: Mme Natzk)



250 French students from seven different schools participated in the trivia contest.

Trivia Contest Winners: 100%

<u>Student</u>	<u>School</u>	<u>Teacher</u>
Alec Leven	Glenbrook North H.S.	Mme Guzik
Morgan Barrett	Glenbrook North H.S.	Mme Abbott
Allyssa Blumstein	Glenbrook North H.S.	Mme Abbott
Will Hall	Glenbrook North H.S.	Mme Abbott
Abigail Rogo	Geneva H.S.	Mme Cabeen
Juan Fajardo	Amos Alonza Stagg H.S.	Mme Viswanath
Lexi Valdez	Victor J. Andrew H.S.	Mme Robinson

FÉLICITATIONS!!!

Un grand merci
to the teachers who encouraged their students to get involved
in National French Week and to participate in the annual contests!"

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La Semaine Nationale du Français: Essay Contest Winner 2014

Congratulations to Kathleen O'Leary who won second place nationally in the college division for her essay on the 2014 theme: "*Le Français: une langue à multiples visages*". Kathy attends Moraine Valley Community College and is a student of Alan Wax.



POURQUOI TWITTER?

Twitter isn't just a form of social media- it's an essential professional development tool!

- 🐦 Connect with other French teachers and get new ideas.
- 🐦 Keep tabs on your favorite Francophone resources like @lemondefr, @RFI, @FranceinChicago, @MuseeLouvre and of course...@aatfnlchi!
- 🐦 Brag about your professional achievements and events going on in your program!
- 🐦 Find support for you and your programs when times are tough.



How do I sign up? How do I use Twitter? Will I get a lot of messages in my Inbox all the time?

Go to www.twitter.com, put in your name and select a password. The main Twitter page has a list of notifications, like on Facebook. This is a list of other people's posts, including comments, news, and articles that they want to share. You can search for groups and select Follow if you want to get news from them.

When you yourself are ready to share an article or news about yourself, just type it into the "What's happening?" box. Remember that you are limited to 140 characters. As part of your message, use a hashtag so that your Tweet will be searchable later.

You can click on the egg in the upper right corner, select Settings, and set your account so that you won't receive unnecessary emails.

I'm new to this. Who should I follow?

Try these excellent resources for French teachers:

- 🐦 @aatfchiln (AATF Chicago Northern Illinois Chapter)
- 🐦 @CatherineKU72 (Catherine Ousselin, AATF Social Media Manager)
- 🐦 @AATFrench (American Association of Teachers of French)
- 🐦 @actfl (American Council on the Teaching of Foreign Languages)



Tweet your thoughts and pictures #aatfnlchi!

Nitya Viswanath (Stagg High School) and the Social Media Committee

CHAPTER NEWS

**JE SUIS
CHARLIE**

As French teachers, we watched the events surrounding the *Charlie Hebdo* shooting last January with particular solidarity. Two of our Chapter members have shared first-hand accounts of their experiences: Rosalee Gentile participated in the *Je suis Charlie* rally in Chicago and Rebecca Léal was in Paris with students.

**JE SUIS
CHARLIE**

The *Je suis Charlie* Rally in Chicago

On a cold Sunday afternoon in Chicago people drifted in to Daley plaza from all four corners. Local French American organizations had sent messages inviting their members and friends to join the rally in support of the victims of the *Charlie Hebdo* tragedy. Some carried large *tricolores* or American flags, others held bilingual signs with activist slogans written in bold letters. I wandered in with my candle, a mini French flag, and my pencil, not knowing what to expect. Someone came up to me with a blank piece of paper and a black marker so I could make my *Je suis Charlie* sign. Nothing much was happening and I was wondering about the leaders of the gathering. There were no officials or politicians to be seen. It was rather quiet. Another AATF member found me and together we waited impatiently for a speech to begin. There weren't any speeches. Suddenly, a strong voice began to sing "*Allons enfants...*" and hundreds joined in. A woman on a small stage, surrounded by votive candles, one for each victim, shouted a litany of "*Je suis _____*", inserting the name of each of the fallen, and we repeated in unison. Will we be denied freedom of the press? No! Will we be silenced? No! Are we afraid? No!



Several small groups of Chapter members found each other by chance, took pictures, remarked how tragedy brings people together in a spiritual way. Radio stations and print media asked us for comments and interviews. We talked about *solidarité* and *fraternité* with the people of Paris and with all those who are suffering from acts of terrorism. We talked about what *Je suis Charlie* meant to us. We talked about addressing serious, teachable moments with our students. Each reporter said they had just interviewed a French teacher on the other side of the square. It seems we were a significant presence.

It was solemn, organic, and unifying to share this sad moment with millions of others in France and around the world.

Rosalee Gentile, rosaleegentile@juno.com



Rosalee Gentile being interviewed by Chicago media

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The *Je suis Charlie* Rally in Chicago



AATF Chapter members who attended the rally include (from left) Dirk Walvoord, Margot Steinhart, Phyllis Perkins, Korin Heinz Mihevc, Rosalee Gentile, Eileen Walvoord, Jean Guritz (Photo: Frank Steinhart)

Je suis Charlie in Paris (see the article on the following pages)



AATF Chapter member Rebecca Léal of Elmhurst College was Paris with students for a course entitled: “January in Paris: Experiencing the City as a Living History,”

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Making the Case for Charlie

In January 2015, I traveled to Paris with a group of 16 students and a colleague from Elmhurst College. We arrived on January 9 to a France in chaos. The *Charlie Hebdo* shootings had taken place two days before, just around the corner from our hotel. There was an ongoing hostage situation at the Porte de Vincennes and a stand-off northeast of Paris near the airport we had just left.

I had planned this study away course since the day I first stepped onto campus, a year and a half prior to the trip. As a young, untenured professor in a small liberal arts college, taking students abroad during the winter term was to be the cornerstone of rebuilding the French program, which was now exclusively under my helm. Based near the Place de la Bastille, “January in Paris: Experiencing the City as a Living History,” as the course was titled, was meant to be an exploration into the complexities and contradictions of Paris in which students investigated the ways in which specific periods of French history from Gallo-Roman times to the present are still physically and artistically inscribed upon the city. Most students did not have any experience with French language or culture; some had never traveled abroad before or even been on a plane. We were to stay 17 days in Paris, living in trendy apartments like “authentic Parisians.

Although the attacks at *Charlie Hebdo* had occurred just the day before we left for Paris, in consultation with the College and our travel agency, we chose to proceed with the trip. We felt that the increased security would be in our favor; no travel warning had been issued from the US State Department, and at the time, many experts felt that the shootings were an isolated incident. It was not until we stepped off the bus at 35 Boulevard Richard Lenoir that we realized how close we were to the events of January 7. As we claimed our luggage and crossed the street to the *aparthotel*, we had to carefully step around the makeshift memorial to *Charlie Hebdo*: banners, cards, flowers, and candles burning in a silent vigil. Inside the hotel was equally intense; gathered around the television in the lobby was a small crowd hypnotized by the stand-offs at Vincennes and near the airport.

Our primary concern was that of students’ safety. If at any point during the trip we had felt unsafe, we would have left. Working with our travel partners and the College, we did draft a backup plan to leave Paris, if necessary. We never felt that need, thankfully. As events progressed and French authorities began to realize the impact of the terrorist attacks, that is to say violence on French soil on a scale not felt since the Algerian War, my colleague and I did make adjustments to the trip. We did require students to stay in the hotel during the Unity March on Sunday, January 11. With millions of Parisians parading down the street in front of the hotel, the students probably saw more out of their windows and from their balconies than they would have on any Parisian street. They also were fascinated with the hordes of journalists and cameramen both in our hotel and out on the streets. (Here, I myself must confess to repeatedly playing in front of CNN International, BFMTV, and France2 cameras just for the thrill of being on live television.) Although I had originally designed the trip as an individual, student led exploration of Paris, as faculty directors we chose to accompany students to many sites during the first few days after the terrorist attacks. As the only French speaker and a specialist in immigration and multiculturalism in France, I took the opportunity to reassure students and reiterate that they were truly “Experiencing the City as a Living History.” Prior to the faculty imposed nightly curfew, we would meet with students, debriefing them about their day, and we

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required a journal due every morning at breakfast. As planned in the course syllabus, the students learned about changes in French history from early Gaul to Roman times through the *Ancien Régime* and up to the present day. Even though they had learned some of this history prior to our course, nightly discussions with students showed us that up until this moment, they had not grasped that the French valued individual rights and freedom of expression just as we do in the United States. From this tragedy, 18 Americans have a new appreciation of the diversity and challenges of contemporary French culture, and we have started a fascinating and ongoing comparative dialogue about French *Républicanisme* and American style Democracy.

Elmhurst College students are truly amazing. Their good humor and adaptability despite the stressful circumstances shows a great deal about their strength of character. For today's high school and college students, their point of reference is not 9/11, as it is for my generation, but the Ferguson events and to some extent the Boston Marathon bombing. Some of the students did choose to visit the *Charlie Hebdo* site. Together, we attended the memorial for the slain police officers. The students who spoke some French were able to watch French news coverage of events and share the information with their classmates as well as their loved ones back in the US. The students were greatly impressed by the movement of unity and solidarity led by the French people; as French President François Hollande reminded us, the march was about love, and our students saw that. They made a point to tell their parents about the unity and solidarity that they witnessed, responding directly to inaccurate reporting by the American media. My colleague personally reprimanded a CNN journalist who was staying at our hotel for sensationalizing events and scaring our students. Following three days of attacks, the French did not choose to live in fear, but instead publicly united in their Republican values of *Liberté*, *Egalité*, and *Fraternité*, marching together, mourning together, and calling for new collective measures to stop the cycle of hate through better civic education in schools and civic duty in society.

So should you travel to France? My students are already planning a reunion trip. A few are begging to take my course again next year (and yes, I will be offering it!) Despite the horrific events that the French nation endured, my students truly felt welcomed, and from that, they have learned a great deal about collective culture, community, and solidarity.

Dr. Rebecca Léal (Elmhurst College) rebecca.leal@elmhurst.edu



COIN PÉDAGOGIQUE

AIM for Student Engagement Toward Proficiency

While attending a session at the Cincinnati, Central States Conference on The Teaching of Foreign Languages, I became intrigued with the AIM Method of teaching languages. The session leader was very energetic and the perfect ambassador of the AIM system. I knew the gesture method worked when she taught every hesitant, non-French teacher in the room how to speak a couple of basic phrases in French. I thought AIM would be great to implement into my curriculum for my middle school students in order to increase oral participation. Et voilà, I began my journey to learn the “gesturing” technique.



The Accelerated Integrated Method, AIM, is a research-validated technique that is based out of Canada incorporating the use of gestures through the telling of age-appropriate stories. After two years of practicing AIM in the classroom, I am seeing my students gain an immense amount of vocabulary and progress with their second language acquisition more quickly than they had through traditional means. The premise is to get the students talking in the chosen language and to build upon that vocabulary through the telling of a story with gestures, that once digested, becomes a play.

The system incorporates the 4 components of language learning: speaking, listening, reading and writing, in that order. However, depending on your grade-level rotation of students and time allotment with them, it may be difficult to attain the full expanse of the your targeted level of the curriculum. The AIM kits come with the necessary teacher and student components (manuals, worksheets, cds, etc.) as well as, the possibility of felt puppets, interactive-board modules, classroom posters, and leveled-reading add-ons. There are built in classroom expectations, behavior management modifications, and differentiation, all within a fully-inclusive, French curriculum.

The AIM gesturing technique is the differentiating factor vis-a-vis other storytelling approaches. The Accelerated Integrated Method employs a specially designated set of “les actions”, or gestures, that convey meaning of the target language, mostly through assigned upper body



movements. Newly adopted vocabulary is subsequently gestured in the form of stories, songs, and games while students are speaking in French in an immersion environment.

COIN PÉDAGOGIQUE

AIM for Student Engagement Toward Proficiency (continued)

As for the students, understand that they may have resistance initially to anything new that requires adhering to a French only expectation, but with steadfast adherence to the AIM gesturing techniques, your students will be singing, dancing, performing, and writing unique, French plays by memory in no time.

Upon sharing my style of teaching with educators, AIM really comes to them as a surprise; so, as I share my AIM experience with my fellow French teachers, I offer collaboration with anyone who does or has interest in a similar method. There are a variety of in-person trainings in Canada and online where many other AIM resources reside. I self taught myself using free tools I found on the world-wide web originally through the AIM website, <http://aimlanguagelearning.com/>. I also owe a lot to my colleague, Desiree Roffers, at Gallistel Language Academy, who shared her AIM talents with me as a model for my practice.

To get a better sense of the AIM Technique in action, take a look at noteworthy YouTube videos by AIM creator Wendy Maxwell and mentee Sylvia Duckworth. Maxwell avows that the use of gestures while language learning leaves an indelible imprint on the students' memory and lends to real-life French speaking opportunities using the vocabulary and sentences students learned during an AIM education.

Gretel Webster (Gallistel Language Academy) gretelden@sbcglobal.net
(Photo from AIM website)

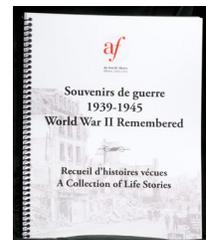


Materials for the French Classroom

Souvenirs de guerre: 1939-1945 World War II Remembered

First-hand accounts experienced
by children and adolescents during WWII

Poignant stories tell of every-day life, the horrors of German, Russian, and Japanese occupations, miracles, hope, and even humorous moments.



DVD	Booklet
<ul style="list-style-type: none">• Riveting stories told by Holocaust survivors and others• Question and answer exchange• 75 minutes in French with English subtitles	<ul style="list-style-type: none">• Collection of 40 texts, 17 in French and 23 in English• Takes the reader across 5 continents and 13 countries• 68-page booklet, spiral bound, with vintage and contemporary photos of the contributors

Materials produced by the Alliance Française du North Shore (2014)

(To order: alliancefn@yahoo.com / "WWII" in subject line.)

DVD - \$27; Booklet - \$16 ; Both DVD and Booklet - \$40 (with shipping in US)

COIN PÉDAGOGIQUE

Écolo: à mon avis

This is a short video activity that is suitable for students in French 4, AP or college level French 2 and above. Students can watch 1 to 9 short videos about Écolo, complete the “Écolo: a mon avis” worksheet, devise a vocabulary list with definitions, and come back to class for a debate "*pour ou contre*" en classe. I had fun using props for the debate (liquid soap vs. bar soap, cotton sweater vs. wool sweater, etc.) and had students form teams to discuss their opinions with their worksheets in hand.

I encourage students to watch the videos multiple times to get a good vocabulary list, define the words, then watch the video again and again for understanding. The videos are really short and require multiple views.

This activity expanded their vocabulary and their debate skills. You can set up a template of words to use in the debate:

- À mon avis
- Je pense que
- Je suis d'accord mais
- Je ne suis pas d'accord parce que
- C'est vrai
- C'est faux
- Sans doute mais
- La preuve est que, etc...

The first time this was assigned, we watched one of the videos together in class, came up with a vocabulary list together, then definitions were for homework and we rehearsed a debate for round 1. By the 6th or 7th week (Écolo was a 9-week activity, assigned once per week), students became very opinionated and had good debate skills. "*Mais Oui, a mon avis!*"

Suzanne Giacotto (Guerin College Preparatory H.S.) sgiacotto@guerinprep.org
(see following pages for activities)

[Écolo Vidéos](#) (Cliquez ici, 9 vidéos)

1. Livre traditionnel ou Livre numérique ?
2. Laine ou Coton ?
3. Gel douche ou Savon ?
4. Pâte ou Riz ?
5. Pop-corn ou Glace ?
6. Carnivore ou Végétarien ?
7. Peinture ou Papier Peint ?
8. Vaisselle à la main ou à la machine ?
9. Climatisation ou Ventilateur ?

COIN PÉDAGOGIQUE

ecolo



[Écolo Vidéos](#) (Cliquez ici, 9 vidéos différentes) Remplissez une feuille pour chaque vidéo

Titre: _____

Cette vidéo explique les différences entre:

_____ et _____

Résumé/Paragraphe (Je suis d'accord, je ne suis pas d'accord, Je pense que....je préfère):

COIN PÉDAGOGIQUE

[Ecolo](#) Liste de Vocabulaire avec définitions:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12,

13.

14.

15.

Et encore si vous voudriez.....

16.

17.

18.

19.

20.

[Agree or Disagree](#)

PROMOTING FRENCH AT EVERY LEVEL

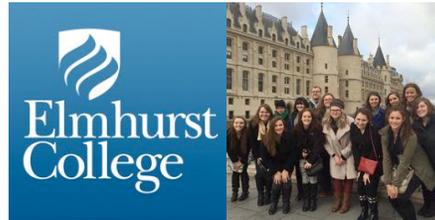
Spotlight on Higher Ed

Institution Name: **Elmhurst College**

Institution Type: **4 year, private, liberal arts college**

Location: **Elmhurst, IL**

Faculty: **Dr. Rebecca Léal (program director)**
Dr. Janette Bayles



Degrees: **French Major, French Minor, Multilanguage Major, International Business Major, Certification for Teaching**

Courses: **Elementary and Intermediate Sequences; Advanced Courses in French and Francophone Cinema, Literature, Civilization, Culture, Independent Studies**

Other: **Conversation Table, Alpha Mu Gamma Honor Society, World Language Club, Faculty-led January term in Paris (trip open to public), Semesters Abroad, First Year Seminars, Nondegree Seeking Students Welcome, 60+ Program (\$100/course)**

Contact:

| 630.617.5799 | <http://elmhurstfrench.weebly.com>

In this new Francofeuilles series, we will be focusing on higher education opportunities in Northern Illinois. Feel free to share this information with students (handouts, class website, bulletin board) or consider signing up for enrichment courses yourself! If you wish for your institution to be included in this feature, contact rebecca.leal@elmhurst.edu

AATF Calendar of Activities

April 18	Executive Council Meeting
April 25	Concours Oral at Elmhurst College
	Deadline for submission to Francofeuilles
May 2	Spring Awards Program
May 9	NFC Prize Distribution, Buffalo Grove H.S.
May 16	NFC Prize Distribution, Hinsdale Central H.S.
July 6-7	AATF Future Leaders Program, Saguenay, Québec
July 8-11	AATF Convention, Saguenay, Québec



FRENCH FOR LIFE

Exploring language study and careers

Kinga Laczynska Youssef

Major: Political Science

Minor: French

College: Elmhurst College

Job Description: Overseas Relocation Coordinator



FF: *Why did you take French?*

KLY: Because I really love the language and French culture.

FF: *What was most enjoyable about taking French?*

KLY: Besides learning the language itself, I really enjoyed the way our class and curriculum was formed. Not only did we learn French, but through music, books and films we got a great opportunity to really immerse ourselves into French culture.

FF: *How has French helped you in your education, career, or personal life?*

KLY: In education, French helped to me have a minor which looks really good on my diploma. As for the career... After graduating, I started working for one of the biggest global relocation companies, which is the biggest one and most prestigious one in Canada. I can honestly say that the fact I speak French was the main (next to my college degree) reason I was hired. Later, my manager confirmed that was true. Personal life... It is simply fantastic to be able to speak French with others who do speak it, and it is an even greater feeling to be able to pronounce French words correctly, in everyday conversations among friends. Everyone I know, admires the fact I can speak French and very often are jealous of it.

FF: *Do you feel that your French language skills have helped you get a job?*

KLY: As I mentioned earlier... yes, my French language skills have definitely helped me with getting my dream job. That part of my resume was the part the recruiter noticed first, as she herself spoke French. She was pleasantly surprised, and later after I was hired, she did say this was the most impressive thing to her. French not only helped me with getting my job, but I am sure it will help me with getting higher up the ladder, as we will expand our business into France, and a person who speaks French, will be very appealing.

FF: *Do you use your French skills in your job?*

KLY: Yes. Our company is a Canadian company with headquarter offices in Montreal, Quebec. We do a lot of business with French speaking customers as well as communicating with our colleagues from the same office. I, most of the time am able to speak French, and it is very well appreciated.

FF: *Do you have any advice for students considering French studies?*

KLY: - Yes. Stop considering it and just do it. It will give you such a great experience with not only the language itself, but one of the most amazing and rich cultures in the world.

FF: *Do you have any relevant plans for the future?*

KLY: - Yes. I do. I am working really hard to become an account manager of a team that will be handling our new prospective client - one of the biggest pharmaceutical companies in France.

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***Do you know...?**

Executive Council members are elected for one two-year term, after which they may be re-elected for a second two-year term. The numbers after the name of each Council member indicate the term and year of service, i.e.. (1-2) = Term 1, Year 2.

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