



Le Réverbère

L'AATF de Philadelphie



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Chères Collègues, Chers Collègues,

Célébrons la fête de Mardi gras! De Nice à Dunkerque, en passant par Menton, la Nouvelle-Orléans, Cayenne (Guyane), Martinique, et Québec – on fête le Mardi gras, l'apothéose du Carnaval. On profite de cette journée spéciale pour consommer de bons petits plats; par exemple, des crêpes ou des beignets. Des gens défilent dans les rues déguisés et masqués; on s'amuse, on chante, on inverse les rôles. C'est un grand jour pour les enfants comme pour les adultes.

Le carnaval est une des traditions les plus importantes en Martinique. En juillet, **le 91^e Congrès annuel de l'AATF** aura lieu en Martinique, ***l'île aux fleurs***. Le thème pour ce congrès est: «Créolité et environnement aux Antilles francophones.» Pour s'inscrire à ce congrès, veuillez visiter le site web de l'AATF

<https://www.frenchteachers.org/convention> . Il est à noter que le congrès de 2019 aura lieu à Philadelphie! Quelle chance et quelle occasion!

Dans ce numéro, nous vous offrons beaucoup d'infos, d'idées, et d'outils pédagogiques: le coin de la francophonie – Carnaval et Mardi gras (les activités, les projets, les liens, et les ressources); un guide pour ceux qui pensent créer un **programme d'échange** à leur école qui aura du succès; les réflexions des élèves et des profs qui ont participé à un tel programme; et une liste d'événements imminents et d'intérêt. Il y a aussi un questionnaire focalisé sur les activités de la Semaine du Français – qui va aussi être envoyé à nos membres à travers le listserv.

Un événement récent et d'intérêt (et hors du commun), c'est Paris sous la neige! Selon les touristes qui étaient «en pleine féerie», Paris est encore plus belle sous les flocons de neige. Ce phénomène a causé la fermeture de la Tour Eiffel et la grande roue de la place de Concorde. Les



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C'était à cause de la neige que nous avons dû modifier l'horaire de notre quatrième Soirée ciné **qui maintenant aura lieu à 18h45 le 20 mars à l'Institut de film Bryn Mawr**. Le film qu'on va visionner et discuter, c'est ***Le Bonheur d'Elsa***. Venez nombreux!

La marmotte Punxsutawney Phil a prédit six semaines de plus d'hiver. Cependant, le printemps n'est pas loin, et notre atelier de printemps aura lieu le 14 avril à Chestnut Hill College. Le sujet de cet atelier est l'utilisation de la musique contemporaine dans la salle de classe. Nous partagerons les détails plus précis dès que nous les aurons.

Puisque les Aigles viennent de gagner la finale du championnat NFL, veuillez trouver ici un lien pour un article de Europe 1 intitulé «Ce que dit le Super Bowl de la société américaine»:

https://l.facebook.com/l.php?u=http%3A%2F%2Fwww.europe1.fr%2Fsport%2Fque-dit-le-super-bowl-de-la-societe-americaine-3563627&h=ATOfqosBqZkUgizilKeE2U6jgxry1f0qFTJGA7NeuWQqU6bHubU2G_tuDmDrCepkqxyUNIXylvXr8xPcq5OqUiQzaA7GKmFEx7U_zM86gRqMj1O6wgBZBCDnYLnM0ANoQ-O4bc6EA&s=1

Si le lien ci-dessus ne fonctionne pas, essayez le suivant:

<http://www.europe1.fr/sport/que-dit-le-super-bowl-de-la-societe-americaine-3563627>

Bonne fête de Mardi gras!

-- Dianne Goddard

-- Rochelle Ostroff-Weinberg



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Extraordinary Activities

Celebrating National French Week With Our Students



In the November letter from the Presidents, we promised you this opportunity to exchange National French Week ideas with AATF - Philadelphia colleagues. This easy to complete questionnaire affords you the chance to share the special activities that you have organized for your students to celebrate National French Week (NFW); the option to add more responses once you submit your form is embedded in the questionnaire. Once we have categorized the responses, we will publish a compilation which will serve as a helpful directory. We, teachers, are always learning; it is especially wonderful to learn from one another, don't you think? Vive le français!

DIRECTIONS: Simply click on the link below which will open up the Questionnaire. Once you have completed your answers, click the SUBMIT button. Please let me know if you have any questions; send an email with your need for help to me at lecoindelafrancophonie@gmail.com.

Click on this link:

<https://docs.google.com/forms/d/1dDjFtnIWfouQM5VIUmSsYsGYixKeAXSc-22dxx6rOCI/edit>

NATIONAL FRENCH WEEK 2018: November 1-7

AATF





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Le Coin de la Francophonie:

Menton, France . Nice, France . Cayenne, Guyane . la Nouvelle Orléans, Etats Unis

Rochelle Ostroff-Weinberg

C'est Mardi gras...Voyageons au Carnaval!



Menton, France



Nice, France

Mardi gras! Carnaval! Bataille de fleurs! Fête du Citron! Daytime, nighttime, the festivities never cease. It is the time to bring the joyous celebration of this French cultural gem into your classroom and into the lives of your students. Whether we "find" ourselves in Menton, Nice, Cayenne, Quebec or New Orleans, there is a thrill in the air, a song in the heart, music playing, and colorful fanfare everywhere. Let's get going!



Cayenne, Guyane



Québec



la Nouvelle Orléans

That's exactly what I did! A few years back, I lived in Menton during my sabbatical, timing my arrival to correspond with the period just before La Fête du Citron there and Carnaval in Nice. Living in this location around Mardi gras and Carnaval added an exciting and unique dimension that will remain forever a memorable experience. *Everything everywhere* is alive with wildly vivid color and magical fantasy. The frenetic excitement is palpable.

In this issue of *le Coin de la Francophonie*, you will find ways to help your students discover these locations. The links below will lead you to a lexical guide and to an activity page, followed by a credits page (photos, maps).

These materials can easily be adapted to any level of French. Should you have questions or would like guidance, please send your inquiries to me at lecoindelafrancophonie@gmail.com.

Bonne exploration ! Bonne découverte ! Laissez les bons temps rouler !
-- Rochelle Ostroff-Weinberg

Lexique de termes spécialisés : https://docs.google.com/document/d/1h4HE9FDL_CYG26zWZCLnM075UCQ4MvEb4jFOgvRXftc/edit

Activités et Projets: https://docs.google.com/document/d/170gy3rFxlX-RcYG1tkEPJTshK1mb6IE_Ja2Y8cEnvtk/edit

Sources: https://docs.google.com/document/d/1fTsaaLnyp1IUBFFCwYNYUBAxB_13U8bhlxr-XADk-Y/edit



Building a Successful Student Exchange Program: An Introductory Guide

Valérie Gasbara

Student exchange programs have become more and more popular in European and American schools and starting your own partnership can really boost your French program. Competing with other successful language programs, mine was lagging behind and so I felt it was time to bring in something new and exciting. The goal was to attract students to take French and to motivate them to take more advanced courses. When I first told my students that this opportunity was available to them, eyes sparkled and questions popped up! Travelling to France seemed like an adventure and staying with a French family (where they would use their French and connect with the culture) made taking French that much more relevant to them.

Of course, as exciting and rewarding this project was for me, it was a huge undertaking (thank goodness for Barbara, my colleague at the French school, who already had a lot of experience with exchanges!). So, in the hope that I can inspire and help you, here are a few tips to get started with your own partnership:

Finding a school

That might be a little challenging to find the perfect fit. I looked for a lycée with a similar school profile as mine (size, socio-economics and environment). My advice is to reach out to your Francophone friends and acquaintances locally and abroad, and see if they can connect you with their old school or their children's school. Take your time! Although some people work well under pressure, it is not the case for me. My exchange started about a year after my first contact. Once you have made that special connection, get to know your teacher counterpart. Make your expectations clear so everyone is on the same page. If at all possible, try to meet in person before the exchange takes place. The summer before my exchange, I actually visited Barbara and Pierre-Yves. Sharing a delicious lunch and spending the afternoon together at Barbara's house added a level of trust between us.

Timing

Check your school calendar and be sure that their visit will not interfere with other major school events. I would recommend running the exchange within the same school year, so that students keep the same partner (and seniors can participate in the full exchange!). If your partner school is in France, keep in mind that June might not be an option for them due to Baccalauréat testing. When scheduling your trip, be mindful of your own school events such as AP exams, end of marking period testing, etc....

Get your school district on board

Tell your building principal, curriculum director and/or superintendent about your idea. Make sure they support your initiative (especially if it is the first exchange!). Write up a formal proposal to the board emphasizing the educational value and relevance of the project. This should be detailed and include the dates and how many schooldays students will be missing. Present it in the early stages of your planning (in case it doesn't get approved).



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Present the project to students and parents

Once you have your school board's approval, you can present the project to students and parents. I had actually surveyed my families as soon as I found the school to see how many would be interested in participating. I received approximately 25 return-slips with name and contact information. Ultimately, eighteen families hosted, and fifteen students traveled to France. It is important to explain the different parts of the exchange, the expectations of both hosting and travelling to a foreign country on a family-stay basis. Emphasize that signing up for the exchange is a commitment on their part, since another child (and ultimately the whole group) relies on their participation.

Plan your itinerary

Normally, exchanges take place when school is in session, however, if your trip dates are adjacent to a school holiday or break, that is ideal. The number of days when your students have to attend the host school is up to the organizing teachers (your school principal may have some requirements regarding this). You should plan to have at least one whole week-end spent with the host family. If you decide to go on local excursions (with or without the host students), get your host teacher's input! They know their region, and have connections to local motorcoach companies. They can even offer to take care of booking on your behalf.

Booking

For airfare, I was really nervous about finding the best price, and booking seventeen plane tickets myself, so I enlisted the services of a travel agent. The fee was minimal and absolutely worth it! All my booking was done early, and everything was paid in full by the time we departed (except for admissions to castles and museums). If you are traveling to France with your group, be aware that some places (motorcoach companies, youth hostels) require payment via international wire transfer. In my case, the Business Office had never done this before, so it was a learning experience for all of us!

Liability and insurance

It goes without saying that planning a trip and traveling abroad with minors is a huge responsibility. Set high expectations in terms of citizenship and behavior. Communicate them clearly to your students and their parents. Have at least two mandatory meetings with the families: one before hosting and one before the trip. Also, have the parents or guardians sign documentation that lays out the rules, expectations and responsibilities for all parties. Mine require a witness signature, but you can also ask to have them notarized. I also purchased trip insurance for each participant for about \$60 per person.

In the end, the exchange was very successful; families and students loved it (on both sides of the ocean), and the kids are keeping in touch with each other! Because of the amount of work involved, and the need to have a minimum of students participating, this exchange runs every other year (alternating with our winter trip to Québec with my younger students).

I would like to take this opportunity to thank all the people who gave me tips, advice, encouraged me and provided invaluable information along the way. Merci Tine, Édith, Laure, Barbara and Pierre-Yves!

I am more than happy to share forms, website links, etc... If you would like more information or simply a bit of encouragement, you can email me at gasbarav@pasd.com Bonne Chance!!



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Infiltration of The Deep Structure: The Long Term Impact of Participating in an Exchange Program

If you have organized and led an exchange program, you know so very well the voluminous amount of preparation and time required, as well as the awe-provoking level of responsibility that you accept. “So much work! do I hear you exclaim?”

On the other hand, if you have not yet taken on such a project, after hearing your colleagues relate episodes that raise many an eyebrow, you may reasonably ask, “Why would anyone ever do this?”

Over my teaching career, I have organized and led 25 student trips and exchanges. I would not hesitate to do another. We know, of course, that we do this not for ourselves, but for our students. And our students? How do they feel about having participated in a high school exchange program? How meaningful are these experiences to them years later?

I decided to ask them. I sought reactions from former students of mine who graduated a few years ago and others from a decade or so back, in order to determine whether the impact of exchange participation becomes deeply embedded in the core of the individual. Four responses follow. Enjoy! ~ Rochelle Ostroff-Weinberg

JM

I was thinking about this the other day!! I am so lucky to have participated in the FCS French exchange program, and it was hands-down the best experience I had in high school. The exchange program offered a lot of opportunities from which I benefitted. I got to learn slang, casual french humor (which I found to be the most difficult part of the experience), and how to adapt to a new culture. It was nice to have the support group of the other students from my class with me--I became closer with them, and now, even though we all are off in different universities across the country, we still make it a point to reunite all together when we come back home each time. However I had a bunch of American peers with me, I was able to make myself as independent as I wanted to be while in France. It was up to me to immerse myself in the French culture and language, and since that is what I most wanted to do, I took every opportunity I could to do so! That meant challenging myself to speak only french, stepping out of my comfort zone in hanging out with new friends from all different backgrounds, and being most in the moment to appreciate and understand everything I was experiencing as an exchange student. The step outside of my comfort zone is epitomized by the homestay portion of the exchange where, even if I wanted a snack, I was encouraged to ask for one in French. At all times I had opportunities to pursue these challenges that I named. I am so grateful for this. If I hadn't pushed myself to speak French in my French house and have fun with my host family, which I for sure did, then I wouldn't have expanded my knowledge or have stayed in touch with everyone in my host family since! I FaceTimed with my correspondent, Lisa, about a week ago! Again, the exchange was the best experience I had in high school. I hope to go back to France and live there again in the near future.

LC

I participated in the French Exchange during my sophomore year and I absolutely loved it. I became super close with Léa, my host when she came to visit my family, so I was really excited to visit hers. During our exchange, we spent a few days in Paris (which I loved, of course) and then went to meet our host family in Lyon. Part of what I thought was really awesome about the exchange program was getting to see what life was like for someone my age in Lyon. We went to school with our hosts and did what they did on the weekends and generally lived like them during the two weeks we were there. It was fascinating. Although there were some aspects that were the same – we did homework after school, we had family dinners – there were others that were different. I feel like my understanding of other cultures was enriched by going on the exchange. The French Exchange really sparked my love for traveling. I now use every opportunity that I can to explore a new place and experience something different. Last spring, I was abroad in London and



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although I hadn't spoken to Léa in a while, I reached out to her when I was making a trip to Paris. She happened to be working in Paris and we ended up having a reunion! It is incredible that someone I met on the exchange has become a lifelong friend – through the exchange, I have people abroad who I always feel connected to.

MB

I had the pleasure of participating in the FCS French Exchange in 2006 and can confidently say it was a foundational moment in my transition to adulthood. The people themselves were magnificent -- I am still in touch with my exchange partner, Etienne, and saw him as recently as last winter. His family impressed me with their mixture of cosmopolitan intellectualism and country hospitality. Outside of the house, I met dozens of like-minded people, and began the valuable exercise of learning to empathize in another language/culture. That process opened me up to new feelings and new methods of self-expression, ultimately making me more comfortable in my own skin. Teachers and mentors had taught me all about egalitarianism throughout my childhood -- but it took immersing myself with the "other" to shed my culturally acquired exceptionalist impulses in favor of a true belief in the equality of all with whom we share this planet. Thank you for the opportunity!

CB

The Importance of a French Exchange for Adolescent Growth

I participated in a French exchange programme based in Lyon during my junior year of high school (2007-2008) at Friends' Central School. By this time, I already had three years of French class under my belt. I began taking French at the start of seventh grade (autumn, 2003) shortly before my thirteenth birthday. I simply started learning French because I thought it was a pretty language; my young mind did not have any notions of travel or the importance of having some knowledge of other languages. My desire thereafter to learn and better my French was of course driven by my enjoyment of good grades, but also by the belief instilled by my parents that "anything worth doing is worth doing well." Not yet having ever been to a non-English speaking country and not yet having any relatives who spoke a second language, it was difficult for my teenage mind to understand the broader importance of knowing a second language. However, I started to understand the thrill of knowing multiple languages when we were assigned Guy de Maupassant my sophomore year: I was reading in another language (with the help of Larousse and 501+ French Verbs)!

However, it was the French exchange that truly instilled the exhilaration of learning to speak another language well. Not only were we paired with good exchange students whose families wanted us to better our French, we were granted the freedom to explore Lyon and interact with locals. During those two weeks, I gained the ability to think in French: instead of translating from English to French in my head before I spoke, I simply spoke French (imperfectly). My mind expanded immensely thanks to the French exchange. I took some French in college, but also began taking Italian to help with my studies in Art History. I ended up studying abroad outside of Florence after just two semesters of Italian. Combined with a job I took cleaning up the programme's kitchen and dining hall alongside some lovely Italian women, my experience with the French exchange and years of French class accelerated my Italian-speaking abilities extremely quickly. This allowed me to experience Italy in a much deeper way than if I had stuck to the safe route of English. I can still converse comfortably in Italian and very comfortably in French. Knowledge of a language different than one's native one is extremely important to expanding the mind. Not only does this make one "smarter," it also makes one aware of the broader world. An actual experience abroad inadvertently betters one's language skills. More importantly, it exposes one to different cultures, mindsets, and beliefs. The French exchange was extremely important for me in that respect.



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LIBERTÉ, ÉGALITÉ, SORORITÉ

Grâce à l'enthousiasme et à l'énergie extraordinaire de Susan Zeager, la trésorière de notre section locale, plusieurs membres de l'AATF et leurs invités ont passé un excellent après-midi dimanche dernier au Théâtre Horizon à Norristown, en assistant à la pièce de Lauren Gunderson, *The Revolutionists*. Comme l'une de nos membres a constaté, c'était à la fois historique et hystérique !

Les révolutionnaires en question – quatre femmes remarquables, héroïnes de cette comédie exceptionnelle – vivaient à une époque mémorable et effrayante. La pièce se déroule en 1793 à Paris, foyer de la Révolution française, sous le règne de la Terreur, et d'une Mme Guillotine très affairée. Dans ce contexte, Gunderson imagine quels échanges auraient pu avoir ces quatre révolutionnaires, dont trois ont effectivement existé, la quatrième ayant été conçue à partir de femmes ayant travaillé pour l'égalité, en particulier dans les territoires des Antilles françaises.

The Revolutionists n'est pas à proprement parler une pièce historique, même si certains faits réels établis y sont intégrés. Les femmes – un assassin (Charlotte Corday), un espion (Marianne Angelle), un écrivain (Olympe De Gouges) et une reine (Marie-Antoinette) – complotent un meurtre. Ces femmes courageuses, qui ont beaucoup à dire et n'hésitent pas à parler, agissent contre l'injustice et risquent leur vie pour protéger la liberté et l'égalité. Le parallèle entre la Révolution française et la situation contemporaine est facile à établir.

Cette comédie est à l'affiche jusqu'au 25 février au Theater Horizon, 401 rue DeKalb, à Norristown. Prix des places : 35 dollars. Pour plus amples informations, consultez le site www.theatrehorizon.org ou appelez le 610-283-2230.





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Calendar of Events

- February 1-25, 2018 Theatre Horizon of Norristown presents, *The Revolutionists*, a “historical and hysterical” production, according to an AATF member who enjoyed and highly recommends the show!
www.theatrehorizon.org
- February 27, 2018 MCATFL: Oral Proficiency Contest 2018
Plymouth Whitemarsh High School 3:00-6:30 pm
www.mcatfl.org
- March 3, 2018 PSMLA Immersion Day at Chestnut Hill College
www.psmla.net 9:00 am to 2:30 pm
- March 20, 2018 AATF Philadelphia: Soirée Ciné at Bryn Mawr Film Institute
824 W. Lancaster Ave, Bryn Mawr, PA 19010
610)527-9898
“*Le Bonheur d’Elsa*”. 6:45 pm
RSVP to Rita Davis: rdavis@agnesirwin.org
- April 14, 2018 AATF Philadelphia: Spring Conference
Using Contemporary Music in the classroom
Chestnut Hill College www.chc.edu (more details to follow)
- April 19, 2018 MCATFL: *Is Europe Back From the Brink?*
Guest speaker Mark Pollack, professor of Political Science and Law and Director of Global Studies at Temple University
Honickman Auditorium, Germantown Academy,
340 Morris Rd, Fort Washington, PA 19034 4-6 pm
www.mcatfl.org and click on Spring Conference
- May 18, 2018 Distribution des Prix, National French Contest
Chestnut Hill College www.chc.edu 6:30 pm
- July 18-21, 2018 AATF National Conference in La Pointe-du-Bout Martinique
<https://www.frenchteachers.org/convention/updatefiles/highlight.htm>
- October 11-13, 2018 PSMLA, Pittsburg, PA – *Get to the Point, Languages Matter*
<http://www.psmla.net/event/psmla-fall-conference-2018>



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