



# NATIONAL BULLETIN

L'UNION FAIT LA FORCE



AMERICAN ASSOCIATION  
of TEACHERS of FRENCH

NAVIGATING ROUGH  
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# MESSAGE DE LA PRÉSIDENTE

Welcome back to the 2020-21 school year. As I write this message, we are still unsure what teaching will be for many of our members due to the COVID-19 virus. As you all know, we had to cancel our conference in Trois-Rivières, a decision that was very difficult to make. However, we hope to reschedule this conference for a future date, depending on international travel restrictions and other factors. We hope that many of you enjoyed the webinars we produced with convention speakers who agreed to give their presentations online. A special thanks to Catherine Ousselin and her team for providing resources to teachers in the field who were struggling with how to teach remotely.

Another important issue facing our association is how to diversify our membership and serve the needs of members of minority communities. This issue is a very personal one for me because my immediate family is quite diverse. I first met my husband, who is African American, in the 1970s at Stanford University, not long after the Supreme Court legalized interracial marriage in 1967. Being an interracial couple during that time period was quite difficult, but as the years progressed and California became the most diverse state in the nation, we felt more comfortable. Although we have had a relatively stress-free life here in California, there have been incidents in the past when both my husband and son have experienced discrimination. My husband has been stopped in Palo Alto and followed by the police just because he is African American. Our son was actually accused of kidnapping me when an anonymous caller, who saw us together in a gas station, called the police and reported a kidnapping. My sister is married to a Chinese American, and they have two biracial daughters. My brother-in-law is often asked when he came to the United States, although he was born in California. Most recently during the COVID-19 pandemic he has suffered racial slurs also. The Civil Rights movement happened over 50 years

ago, but there are still people who suffer the indignities of discrimination.

What is the role of an organization such as ours to combat racism, xenophobia, sexism, anti-gay rhetoric, and all the harassment that seems to be happening today? Our Executive Council has made the decision to publish a statement on diversity that expresses our commitment to be inclusive and open in all our dealings with members and non-members. We plan to reach out to our members representing minority groups and ask that they become more involved in the leadership of our organization. We have also decided that, beginning with this issue, we will dedicate a portion of the *National Bulletin* to highlighting the diversity of our membership and our students.

One of the initiatives our association has focused on throughout the past several years is to highlight French as a world language, particularly emphasizing the francophone world. Our conference in Martinique in 2018 brought in a variety of speakers and participants from the Francophone world, and our 2021 convention in New Orleans will also feature links from the French community to the Caribbean. Finally, future conventions in Québec and Paris will focus on bringing in guest speakers from the Francophone world as well.

Many of our publications have focused on diversity issues. If you have purchased or read the cinema volumes 1, 2, or 3 you will see a variety of films representing cultures from throughout the Francophone world. The publication on Performance Assessment Strategies includes examples of authentic texts and videos representing the Francophone world. Our publication on Martinique, developed following the conference in 2018, features activities, cooking lessons, and videos representing the culture and food of this island. We

have also published a volume on integrating twelve Francophone children's stories into the curriculum. In general, our resources have been developed to expand the mindset of

« **One of the initiatives our association has focused on is to highlight French as a world language.** »

French teachers to teach French as a world language representing countries from nearly all continents and spoken by over 240 million people in the world [see page 30].

Finally, if you know of French instructors who represent minority groups who are not members of the AATF, encourage them to join our association and contribute their ideas. We want the AATF to represent the best and the brightest French instructors, and we are dedicated to reaching out to many people to make this possible. If you have a personal story you would like to share regarding your experiences dealing with diversity issues, please consider submitting an article to the *National Bulletin*.

Please contact me personally if you have any questions about our new initiatives in trying to make the AATF as inclusive as possible for everyone.

► **Anne Jensen**  
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### AATF STATEMENT ON DIVERSITY

The AATF is an inclusive association, which seeks to build, value, honor, and cultivate diversity. Associations that are diverse in age, race, ethnicity, faith, gender identity, sexual orientation, physical or mental ability, and perspectives are better associations. To this end, we seek to create a community where educators, from any background, can promote Francophone cultures around the world. |

### TASK FORCE ON DIVERSITY

During the months of March and April 2020 we faced the stay-at-home orders throughout the country. Many of us were trying to adapt to online teaching for the first time, while working with students from diverse backgrounds who have a variety of learning needs. The inequities that were apparent when all curriculum was put online were enormous

and prompted me to set up a task force on diversity for the AATF. Our task force met virtually in April, and we worked together to craft the AATF Statement on Diversity, which is now featured on our website and appears on all our published documents.

After the murder of George Floyd in Minneapolis, Jayne Abrate and I wrote a statement on behalf of our members, decrying this event and events of the past in which African Americans in particular, have been victims of discrimination.

After much discussion with the members of the task force, we have decided that the AATF should publish a guide for French teachers and professors that will help them address the issues of social justice and diversity in their classrooms today. We will solicit lessons and unit plans dealing with racial inequality,

discrimination against people of color, members of the LGBTQ community, and the disabled community. A template will be provided so that lessons and units follow the same format. Lessons will not be grade-specific, but based on the proficiency levels of novice, intermediate, and advanced as indicated by the ACTFL proficiency guidelines.

Members of our current task force include Anne Jensen, Catherine Daniélou, Marie-Christine Koop, Brian Kennelly, Sheila Conrad, Tracy Rucker, Tiffani Jones, Katy Wheelock, and Jayne Abrate.

If you would be interested in participating in this project please contact AATF President Anne Jensen at [annejensen@frenchteachers.org](mailto:annejensen@frenchteachers.org)



# DU 4 AU 10 NOVEMBRE 2020



# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

En préparant ce message pour la rentrée, je me suis rendu compte que les messages des années précédentes ne m'apportaient aucune inspiration. Il est évident que l'année 2020 ne cessera de nous présenter de nouveaux défis personnels, professionnels et sociaux. D'un point de vue professionnel, le choc d'une année scolaire amputée brusquement, la tristesse de voyages annulés, de cérémonies reportées ou virtualisées et de rites de passage manqués nous ont marqués. L'inquiétude pour nos familles, amis, collègues et élèves grandissait au fil des jours, et pour la plupart, on ne pouvait leur offrir qu'un soutien moral.

Nous avons tous souffert de ces traumatismes infligés par le combat contre le virus. En même temps, cela nous a permis de réfléchir et de reconnaître plus clairement les traumatismes des injustices qui ont donné naissance à des manifestations soutenues et, espérons-le, transformatrices.

Afin de faire face à l'inconnu des mois à venir, je réfléchis à l'innocence et à l'insouciance dans lesquelles je vivais les premières semaines de 2020. Qui aurait imaginé tant de

## « Revenons à l'essentiel—la communication avec les élèves »

changements? Tant d'événements remarquables? Tant d'horreurs? Il est impossible de prédire l'avenir. Tout ce qu'on peut faire, c'est de faire en sorte que demain ne se perde pas, faire de son mieux.

### FORMATIONS VIRTUELLES

Il serait facile de nous préoccuper de tout ce qu'on a perdu, de tout ce qu'on n'a pas pu faire. L'AATF a dû malheureusement annuler notre congrès de Trois-Rivières, mais cela nous a offert la possibilité de créer une série de rencontres sur Zoom. Une communauté de plus de 1000 professeurs s'est constituée pour apprendre, pour s'entraider et pour partager notre passion pour le français. Beaucoup d'entre vous ne savent pas encore si vous serez dans une salle de classe à temps plein ou partiel ou pas du tout. Profitons de cette période pour adopter de nouvelles technologies et méthodes et revenons à l'essentiel—la communication avec les élèves. Laissons les contraintes inspirer une créativité et des collaborations que nous n'aurions peut-être pas cherchées dans d'autres circonstances.

Depuis le début des fermetures, l'AATF a fait son possible pour être à vos côtés. En mars et avril, Catherine Ousselin et son équipe ont organisé des formations sur Zoom pour vous soutenir dans vos efforts pour enseigner virtuellement. Le congrès de Trois-Rivières s'est transformé en une série de douze rencontres Zoom offertes par les collègues qui auraient dû intervenir lors du congrès. Trois membres

du Conseil d'administration de l'AATF, Catherine Ritz, Susie Hennessy et Catherine Ousselin, ont lancé une autre série de Zoom sur le thème de «Hybrid Learning» et dont il reste encore deux séances en septembre et en octobre [voir page 30].

Finalement, notre équipe prépare une série de formations professionnelles qui se déroulera du mois de septembre jusqu'à la fin de l'année et qui vous permettra de partager vos idées et astuces, d'écouter des experts en français, d'échanger dans des discussions et de découvrir de nouvelles œuvres ou parties du monde francophone. On visera les sujets que vous avez proposés lors des webinaires précédents. Le programme sera annoncé par courriel et par nos médias sociaux. Toutes nos séances de formation sont gratuites pour les membres.

### SEMAINE DU FRANÇAIS

Cette année marquera le 22<sup>e</sup> année que l'AATF a fêté la Semaine du Français (du 4 au 10 novembre). Lancée en 1999 par Gladys Lipton, ancienne présidente de l'AATF, le but des manifestations était d'encourager les professeurs à sortir le français de la salle de classe et à montrer ce que les élèves savaient et pouvaient faire en français. Comme toutes





nos activités, nous serons maintenant obligés de trouver d'autres façons de célébrer le français.

Vous trouverez dans ce numéro du *National Bulletin* des renseignements sur les concours organisés par l'AATF, le *Francophone Trivia Contest* sur Kahoot et le *AATF Video/Animation Contest* (voir pages 11 et 13), auxquels vos élèves peuvent toujours participer. Nous offrons également de nombreux articles pour la Semaine du Français—autocollants, tee-shirts, affiches, badges—que vous pouvez commander (voir page 35). Imaginez d'autres moyens de faire explorer le monde en français par vos élèves. Transformez vos événements en événements virtuels où vous invitez parents, administrateurs ou membres de la communauté à apprécier le français et le travail des élèves. Créez des occasions où les élèves peuvent rêver—de voyages, certes, mais aussi de rencontres et de découvertes de tout ce que le français pourra apporter à leur vie.

## CONGRÈS À VENIR

Nous espérons toujours pouvoir organiser notre congrès de 2021 à l'Hôtel Monteleone à la Nouvelle-Orléans du 19 au 22 juillet prochain avec le thème: « Laissez les bons temps rouler: Explorer la diversité du monde francophone ». L'appel à contributions est actuellement ouvert à <https://www.frenchteachers.org/convention/proposal/>. Vous aurez jusqu'au 15 décembre pour soumettre votre proposition (voir page 11).

Puisque nous avons dû annuler le congrès de Trois-Rivières, nous sommes dans l'obligation de le réorganiser afin de ne pas perdre les arrhes qu'on a versées à l'hôtel. Il se peut que cela aura lieu en 2022, ce qui nous obligera à

reporter les congrès de Paris et de San Diego en 2023 et en 2024. Puisque nous ne nous étions pas encore engagés auprès d'un hôtel pour ces deux villes, nous jouissons d'une liberté dans le choix des dates.

## RENOUVELER VOTRE ADHÉSION

À partir du numéro de mars la *French Review* sera disponible en version numérique par Project Muse de Johns Hopkins University Press. Tous les membres de l'AATF auront accès au journal en ligne. Si vous souhaitez toujours recevoir une copie papier, il faudra payer un supplément pour couvrir les frais de poste. Lisez attentivement la notice incluse avec le rappel de cotisation que nous venons d'envoyer. Vous y trouverez aussi les renseignements nécessaires pour voter dans les élections de l'AATF cet automne. Nous devons choisir un vice-président, trois délégué(e)s régionaux(-ales) et une présidente-élue. Vous aurez jusqu'au 1<sup>er</sup> novembre pour voter en ligne où vous trouverez tous les renseignements sur les candidats.

Soutenez l'AATF en renvoyant votre cotisation pour 2021 pour que nous puissions continuer à vous soutenir dans la salle de classe et au-delà. Parlez-en à vos collègues qui ne sont pas membres. Recommandez à vos anciens élèves qui poursuivent une carrière de professeur de français de devenir membres. Plus on a de membres, plus on pourra offrir des services.

► **Jayne Abrate**  
Secrétaire générale  
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## 2020 AATF EXEMPLARY PROGRAMS

Congratulations to these schools and their excellent teachers and administrators.

### Exemplary with Honors

Boiling Springs High School, Boiling Springs, PA  
AATF member: Michael Bogdan

Choate Rosemary Hall, Wallingford, CT  
AATF member: Katie Jewett

Edwin O. Smith Regional High School, Stoughton-Mansfield, CT  
AATF member: Melissa Tubbs

Interlake High School, Bellevue, WA  
AATF member: Sandrine Collomb

Kettering-Fairmont High School, Kettering, OH  
AATF member: Mary Townsend

Onalaska High School, Onalaska, WI  
AATF member: Brian Wopat

University of Wisconsin: Eau Claire, Eau Claire, WI  
AATF member: Jessica Miller

### Exemplary

Greendale High School, Greendale, WI  
AATF member: Sarah Thompson

Muskego High School, Muskego, WI  
AATF member: Paula Johnson-Fox

Stagg High School, Palos Hills, IL  
AATF member: Nitya Viswanath

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7

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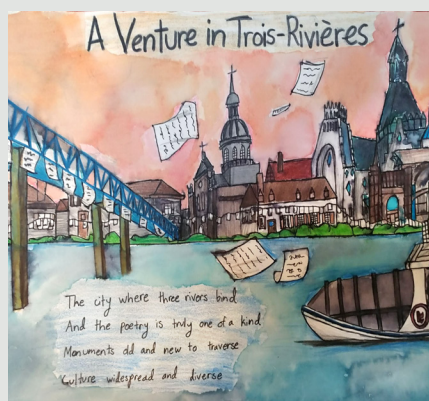
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# FÉLICITATIONS TO THE WINNERS OF THE 2020 FLES\* POSTER CONTEST!



## 1<sup>st</sup> place: 7<sup>th</sup>-8<sup>th</sup> grades (bottom left)

- ▶ Minjae S.  
William Diamond Middle School  
Teacher: Diletta Ferri

## 2<sup>nd</sup> place: 7<sup>th</sup>-8<sup>th</sup> grades (center left)

- ▶ Kaitlyn C.  
Fort Worth Country Day School  
Teacher: Robert Napier

## 3<sup>rd</sup> place: 7<sup>th</sup>-8<sup>th</sup> grades (top left)

- ▶ Raifah R.  
William B. Travis Academy  
Teacher: Marzena Barcinska

## 1<sup>st</sup> place: K-1<sup>st</sup> grade (above right)

- ▶ Chloe R.  
Kolter Elementary School  
Teacher: Claire Frazier



# ROCK YOUR FRENCH CLASS

## TIPS FOR TEACHER-ROCKSTARS!

## NAVIGATING ROUGH WATERS

I ripped my pants, but I saved lives. Twice, I've had to jump into the Detroit River to help save people from drowning. The river has a strong and dangerous undercurrent, so what else was I to do? Both stories were the same: a young couple in a boat with a small child, their boat was taking in water, and the waves were about to force the boat into the large sharp rocks that lined the shore. I was 19 years old, working as a security guard at a grain terminal alongside the river. Each time I did the same thing. I called and notified my supervisor on duty, jumped into the water, and created a buffer between their small boat and the rocks. I managed to help the boaters navigate the rough waters while forming a bridge so that they could make it safely to shore.

As teachers, we're never sure when we might be thrust into the rough waters of uncertainty and forced to navigate unexpected situations. When COVID-19 caused many of us to work separated from our students in quarantine, I felt like I was back at the edge of the Detroit River. So, I followed the same procedure. If you ever find yourself in a similar situation, I recommend these steps:

1. Call for backup. It's OK to ask for help, particularly from your school administration, district leaders, department heads, and fellow colleagues.
2. Trust your instincts. You're a teacher-rock star, you already have what it takes to manage the situation. Jump in with both feet and own the situation.
3. Keep your focus on the kid in the boat. I could have stood at the shore, shaking my head wondering why parents would ever take their young child out on the waters on such a stormy day. But all the circumstances that brought us together were moot at that point. It was time for action. I will first say that we as teachers need always to make sure that we stay mentally and physically healthy. Remember that. Fortunately, I was not hurt in either of my Detroit River incidents. The sum scars of both those events were some cuts and bruises and ripped pants. After making sure that we're fit to serve, it's all about the students.

4. Be the bridge. There are many ways to build bridges and many gaps to bridge, particularly in unsettling times. While I used my body as a buffer and bridge to get the occupants from their boat to the shore, we as teachers are asked to bridge gaps in learning that can be steeply widened in trying times.

As we continue on this unknown road of the COVID-19 pandemic, the key is to build a bridge based on a foundation of a wide variety of student engagement strategies and approaches that are suited to weather the storms of online, in class, and hybrid learning. These go-to strategies create a sway bridge that weathers any storm.

We never know what choppy waters of teaching we might be asked to navigate, but we can pedagogically save lives by being prepared, asking for help, and navigating the surroundings as best we can in order to be the bridge for students to cross the gap to continued, effective learning.

I can't leave you this time without a smile on your face. Whenever I share my Detroit River

### Only the French know when and how Julius Caesar really died.



story, it always reminds me of my ultimate go-to French joke. Poor Caesar sank [6h05].

Hope that caused some pitter-paddle of laughter. Oar maybe not! How do you navigate the rough waters during times like these? What are your thoughts? Let me know! As always, feel free to reach out to me on social media or send me any questions you may have.

- Steven "ÉTIENNE" Langlois  
Rock Your French Class  
AATF Honorary Member  
@etienne2 (Twitter)  
@rockyourclass (Instagram)



### AMAZON SMILE

The AATF has now signed up for an Amazon Smile link. Every time you make a purchase on Amazon, Amazon will make a donation to the AATF at no additional cost to you.

If you always start from our link at [<https://smile.amazon.com/ch/38-1718689>] when you log into your account, the funds will be automatically donated.

The AATF Executive Council made the decision to use any funds received through Amazon Smile to support the attendance of students planning to be French teachers at the annual convention. Thank you for your support in this endeavor!

### CALL FOR PROPOSALS 2021 CONVENTION IN NEW ORLEANS

The online call for proposals for the 2021 AATF convention, to be held July 15-18 at the Hotel Monteleone, has been posted on the AATF website at <https://www.frenchteachers.org/convention/proposal/>. Proposals will be accepted until December 15, 2020. The theme for this year's convention is "Laissez les bons temps rouler: Explorer la diversité du monde francophone" Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.



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. For general information, eligibility, and other questions, you can contact Regina Symonds, SHF President at [symondsshf@gmail.com](mailto:symondsshf@gmail.com); or Teacher Representatives Andrea Isabelli at [andreaaisabelli@sbc-global.net](mailto:andreaaisabelli@sbc-global.net) or Tracy Rucker at [trucker@loucol.com](mailto:trucker@loucol.com). Information on applying for a charter and ordering materials is available from April Anthony, Secretary SHF, AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: 607-821-2120; fax: (815) 310-5754; email: [shf@frenchteachers.org](mailto:shf@frenchteachers.org) or from the AATF Web site at <https://www.frenchteachers.org/shf>



### ADMINISTRATOR OF THE YEAR AWARD

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

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

Applications should be received at AATF National Headquarters no later than December 1, 2020. 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 2021) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials electronically in .pdf format to [abrater@frenchteachers.org](mailto:abrater@frenchteachers.org).



# GOT GAME?

## PROVE IT WITH THE AATF'S NATIONAL FRANCOPHONE TRIVIA CONTEST!

Make sure that your students participate in a FREE and FUN event for National French Week (November 4-10)—the AATF's National Francophone Culture Trivia Contest, held via the online gaming site Kahoot!

Any French student grades 6-12 and undergraduate university whose teacher is an AATF member is eligible to compete. There is no fee to enter, and teachers arrange contest play in their classes when it is convenient for them.

The contest is divided into two levels: Level A = Beginner • Level B = Intermediate/Advanced.

The first round consists of 25 questions in English that cover various cultural aspects of the Francophone world. Top scorers will

advance to a Finals Round, and the student who advances the farthest in that round is the winner of the Grand Prize. Cash prizes will be awarded for Grand Prize winners and runners up at each level.

The teacher of the top scoring student from each level will also win a free AATF membership for 2021.

Please visit <http://tinyurl.com/FrancophoneTriviaContest/> for more information.



## WHAT'S NEW IN THE FRENCH REVIEW? [94.1 OCTOBER 2020]

### L'ANNÉE LITTÉRAIRE

- Bloc-notes culturel 2019: et le ciel s'assombrit [Dalle]
- *Les Éditions Verdier* at Forty: The Novel in 2019 [Cloonan]
- The Year in Poetry 2019: Crossing Boundaries [De Julio]

### SOCIETY AND CULTURE

- Claire Bretécher: Female Humor and the Myths of Consumer Society [Pezzullo]
- *L'Astrée* in the Twenty-First Century: Environment, Education, and Identity [Wellman]

### LINGUISTICS

- La vraie-fausse synonymie des connecteurs temporels: aussitôt que et dès que [Couralet et Son]

### FOCUS ON THE CLASSROOM

- Dresser un pont: la compétence sémiotique comme lien entre la littérature et le numérique [Hellmich]

### LITERATURE

- Poetically Speaking the Earth: Ritual and Reverie in Esther Teller's *Terre exacte* [Prevost]
- [Non]Fiction: Louis Hémon's *Writing on Québec* [Pilon]
- From Parasitism to Commensalism: A Serresian Interpretation of Yamen Manai's *L'amas ardent* [2017] [Moser]
- The Literary Correspondence of Nathalie Sarraute and Mary McCarthy [Wilson Niehaus]

### INTERVIEW

- Entretien avec Hédi Bouraoui [Touya]

### DOSSIER PÉDAGOGIQUE

- Business French Case Studies for Enhancing Cross-Cultural Competence [Martin]



# LINGUISTIC FUN FACT

## LES BEIGNETS

To put you in the mood for next summer's AATF convention in New Orleans, here's a linguistic fun fact which will tempt your taste buds and maybe even get you cooking with your students or family.

Many of us have heard of New Orleans' Café du Monde, with its even more famous beignets. The word beignet is derived from a Celtic word, *bigne*, which means "to raise." Beignets are made with a sweet yeast dough which is cut into squares after it rises, fried in oil, and generously dusted with powdered sugar to create these beautiful, pillow-like treats. Beignets are choux pastries, made with a high-moisture dough which creates steam when cooking. It's the combination of yeast, the wet dough, and the steam which creates

the fluffy consistency of beignets.

The French word beignet means fritter, or *pâtisserie frite*. Most likely the Acadians brought these treats with them when they migrated to Louisiana in the 1700s. Actually, beignets have quite an international pedigree; during the Roman Empire, they traveled to Andalusia via the Mediterranean and morphed into *sopapillas*. There's even an unconfirmed New Orleans legend that beignets were brought to Louisiana by Ursuline nuns. French recipes have been found going as far back as the 1500s, before traveling to the New World

Ironically, the Café du Monde called these pastries "doughnuts" or "French market doughnuts" until 1958, even though they had been making and selling them for over 150 years, since opening in 1862. Locals tired of explaining the lack of doughnut hole and other differences, and so they started using the French word instead. Like many other New Orleans delicacies, beignets grew in popularity over the decades. And now, the beignet is the official doughnut of Louisiana. Does your state have an official doughnut or pastry?

An official serving of beignets at the Café du Monde consists of three beignets accompanied by *café au lait* (which includes chicory). Have I tempted you yet?

► Martha Behlow  
Geneva Community High School (IL)  
mbehlow@geneva304.org



# 2020 NATIONAL FRENCH WEEK MEDIA CONTEST GUIDELINES

## THEME: TOUT EST POSSIBLE AVEC LE FRANÇAIS/EVERYTHING IS POSSIBLE WITH FRENCH

Submission deadline: **December 19, 2020**

Contact Catherine Ousselin, AATF Technology Commission Chair with questions about technology tool suggestions or troubleshooting.  
[catherineku72@gmail.com]

### Contest guidelines

- ▶ There are two competition divisions: Intermediate (grades 6-8) and Secondary (grades 9-12)
- ▶ Teachers should submit ONE form for each video or project. Limit of 5 submissions per teacher/school.
- ▶ Three minute time limit per video.
- ▶ Videos must conform to all school rules and codes of conduct. Videos with references to alcohol, drugs, or violence will not be accepted.
- ▶ Background music: Please do not use copyrighted music in the video or as background music. While it does add to the appeal of the video, it is not acceptable use.
- ▶ No copyrighted figures [ie. Snoopy, Astérix, etc] accepted.
- ▶ Each entry must be the original work of current student[s] in French whose teacher is an AATF member for 2020.
- ▶ All submissions become the property of the AATF and may be used in AATF publications and on social media sites.
- ▶ All participants in the video completion will receive certificates, and the top-ranking submissions.

### Submission | Sharing guidelines

- ▶ YouTube videos should be **UNLISTED**, NOT private. Anyone with the link should be able to view. YouTube is the preferred sharing option. | NB: With Google's new "Content for kids" Regulations, we will not be able to feature any video posted under a student's account. The videos will be judged, but we cannot save them to the YouTube Contest playlist or share them on the contest blog. If possible, please use a teacher/adult account.
- ▶ All submissions via Google folders / docs **MUST BE** accessible to any viewer. Check settings and ask if you are not sure. If using a school account, click the "ADVANCED" button under SHARE and choose "Open to anyone/public on the Web" If a submission requires permission, it may NOT be considered for competition. Please check the permissions with your students before submitting.
- ▶ Submissions via iCloud: Please check the link permissions. iCloud links sometimes expire before the videos are rated.
- ▶ Submissions via Powtoon or other video creation tools: Please check permissions and link expiration.

### Judging Criteria

- ▶ Submissions that are obvious projects for a class project that does not relate to the theme will not be considered.
- ▶ Visual impact, relevance to the theme, and originality are the key points to a successful project.
- ▶ Relevance to theme: This criteria allows for variety in interpretation, but a cooking video for the "The Future is French" video does not relate.
- ▶ Visual impact: Does the video go beyond a seated figure reading from a cue card?
- ▶ Originality: Did the video producers integrate new ideas for the theme or presentation style?
- ▶ Presentation: Was the presentation effective in conveying the theme and students' message?
- ▶ Content: Was the video engaging, purposeful?
- ▶ Organization: Is there a logical progression to the project?
- ▶ French language use will receive extra credit. Obvious Google Translate scripts will not receive extra credit. Our judges are generous in awarding points for French, but if the language is not mostly comprehensible, fewer points will be awarded.

Suggestions: In recent years, judges have noted that many videos rely heavily on France and stereotypes of the French (mustaches, berets, striped shirts, croissants, escargots, baguettes...). We invite you to challenge your students to look beyond the French Revolution, Impressionist artists, and Coco Chanel. Depending on the theme, integrate the Francophone world and current Francophone artists, music, clothing trends, and food.



# SALUT LES JEUNES!

## SHAPES FOR THE SCREEN: GET EFFECTIVE

As of March 2020, the amount of screen time escalated, as did many unique opportunities to engage and interact with our French language learners. It was definitely not “business as usual,” and now as we prepare for some type of new normal, how can the screen continue to be an effective teaching tool rather than just a static, sedentary connection with students?

Think of the screen as an interactive rectangular classroom. We all strive to be effective, so consider the word EFFECT, and differentiate your effects just like we differentiate for our students. Realize the screen can move up and down and change how you look to the students on the other end. Think like a movie director and the need for variety in the overall effect and impact of your lesson. Similar to a movie, remind the students to be on mute so everyone can hear your voice speaking French throughout the lesson.

Using the theme of shapes, let’s explore how shapes can engage, organize, and reinforce some basic language skills. Engage students by gathering a variety of shapes around the house. Have the shapes you share labeled with the vocabulary word. For example, a book would be *un rectangle*, an empty paper

towel roll, *un cylindre*, an oval shaped frame, *un ovale*. Sitting close to the screen at the beginning of the lesson, identify and repeat each of the shapes you selected. Tell students to practice repeating the shape names even though they are muted. No more than five shapes for this part of the lesson. After identifying and repeating the different shapes,

### « How can the screen continue to be an effective teaching tool? »

invite students to make silly face shapes in an extreme close up to the screen. Laughter is effective for engaging students in learning.

Invite students to stand up and find some space to move around to explore some more shapes. Repeat the shapes verbally while moving around the space. Now, start exploring shapes and include *un rectangle* with your arms over your head while you walk around, providing students with the action of your whole person moving. Then, bring your body and arms to the middle of the space. Make

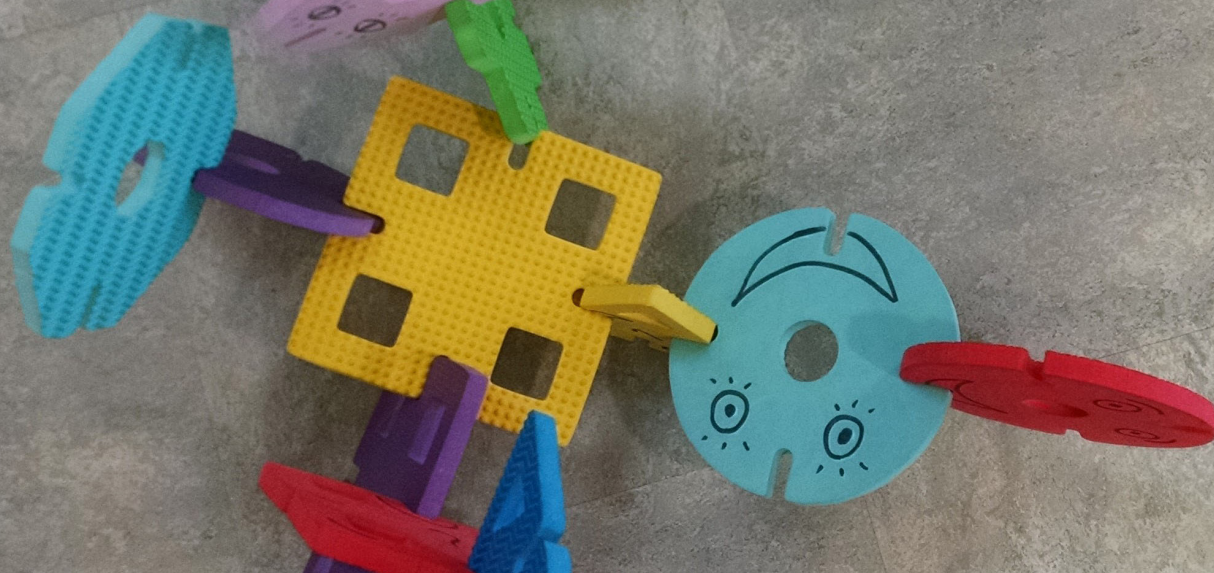
*un triangle* with your arms moving toward the screen. You are zooming in. Next, put both hands on the side of your body to make *deux triangles* with your arms and walk backwards zooming out from the screen. Move your entire body to the floor and put yourself in *une sphère*. *Roulez la sphère!* As you roll around your space, you are panning the screen sharing yet another effect in your screen shapes focused lesson. Transition back to a standing position and stretch your body into a five-point *étoile*. Finish back at the screen in a seated position.

Now tell the students you are going to be the shape observer, and challenge them to create a shape combination including at least three different shapes. As you observe their shape combinations, verbally repeat the shapes you see. You can also indicate the actions students are doing relative to the screen. *Regardez la sphère qui traverse l’écran. Il y a un triangle qui va loin de l’écran. Le rectangle est en haut.* Another effective teaching strategy is repetition.

Finally, review with hand and finger shapes close to the screen. Include *un rectangle*, *un cercle*, *un ovale*, *un triangle*, and I always end with *un cœur*. After making the heart shape with my hands, I make a fist [the approximate size of our heart] and place it on my heart. The other hand is placed over the fist shape. Tell the students to feel their heart beating and think about how that shape inside our body keeps moving.

For second through fifth grade students, invite them to write the name of their favorite shape from the lesson in the chat box. For Pre-K through first graders, have students make a close up of their favorite shape with their hands and you type the shapes you





see in the chat box. Getting every student actively involved in this formative assessment is an effective learning strategy.

This lesson engages students with a variety of screen shots and organizes shape vocabulary through identification, repetition, and exploration. Shapes for the Screen reinforces effective teaching and learning strategies. Direct your effects and have fun!

- ▶ Karen Campbell Kuebler  
FLES Commission Chair  
kkcdanser@verizon.net

## MERCI

The *National Bulletin* and the *Grand Concours* wish to express their sincere appreciation to **Elizabeth Miller** for her years of service to the *Salut les jeunes* column and the FLES\* Speaking Contest artwork. Her creativity and dedication to both these endeavors have been an invaluable service to the promotion of French and the AATF. *Merci*, Elizabeth!

## 2020 AATF OUTSTANDING CHAPTERS

### Large Chapters

- ▶ 1<sup>st</sup> place – North Texas Chapter
- ▶ 2<sup>nd</sup> place – Minnesota Chapter
- ▶ 3<sup>rd</sup> place – Georgia Chapter

### Small Chapters

- ▶ 1<sup>st</sup> place – Northwest Indiana Chapter
- ▶ 2<sup>nd</sup> place – Michigan Chapter
- ▶ 3<sup>rd</sup> place – Susquehanna, PA Chapter

## AATF ELECTIONS: MAKE YOUR VOTE COUNT

This fall we will hold elections for President-Elect, Vice-President, and for Regional Representative in Regions I (New England), VI (West Central), and VIII (Southwest). Voting will be online. Instructions on how to vote and your password will be enclosed with your 2021 Dues Renewal Notice (mailed in September). Your userid will be your AATF member number which will also be included with the password.



**JEUNES AMIS  
DU FRANÇAIS**

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

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

The sponsoring teacher must be a current AATF member.

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

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

# AATF COMMISSIONS

## COMMISSION ON ADVOCACY

**Kathy Stein-Smith**

**Chair**

[kathysteinsmith@gmail.com](mailto:kathysteinsmith@gmail.com)

- ▶ Active social media presence including a webpage, Twitter, and Facebook
- ▶ Advocacy documents migrated to the Advocacy page of the AATF's website
- ▶ "Voices of Advocacy" book project in process
- ▶ Active professional presence of presentations, articles, and a new book
- ▶ Active commission members maintain involvement in the commission's ongoing work
- ▶ Seeking new members, especially those with advocacy experience or a desire to help programs in danger.

## COMMISSION ON CINEMA

**Joyce Beckwith**

**Co-Chair**

[mmejoyb@aol.com](mailto:mmejoyb@aol.com)

**Dolliann Hurtig**

**Co-Chair**

[dhurtig@latech.edu](mailto:dhurtig@latech.edu)

- ▶ Volume 3 of *Allons au Cinéma* AATF publication featuring films about immigration and contributors from a variety of levels [high school, university levels] – 20 members of cinema commission participating
- ▶ Volume 4 of *Allons au Cinéma* AATF publication in process, *La Famille et la communauté dans les films francophones*
- ▶ 3-hour workshop and official Commission session to be offered at New Orleans convention
- ▶ The Commission is accepting suggestions for films to feature in Volume 4 through early January 2021

## COMMISSION ON CULTURAL COMPETENCE

**Martha Behlow**

**Chair**

[mbehow@geneva304.org](mailto:mbehow@geneva304.org)

- ▶ Active Facebook page shares resources for Francophone world cultural examples to share with students
- ▶ YouTube list of authentic speakers continues to grow

- ▶ "Linguistic Fun Facts" currently being shared on the French Teachers in the US Facebook to be compiled into an AATF book – upcoming project for the 2020-2021 school year
- ▶ Love incorporating culture into your lessons? This is the commission for you!

## COMMISSION ON FLES\*

**Karen Campbell Kuebler**

**Chair**

[kkcdanser@verizon.net](mailto:kkcdanser@verizon.net)

- ▶ Continuation of elementary poster contest with dissemination of resulting posters
- ▶ Connections with elementary French teachers to offer resources
- ▶ Regular contributor to *AATF National Bulletin*
- ▶ Connection with NNELL to promote AATF membership and mutual cooperation
- ▶ Have a fun activity for *Salut les Jeunes* in the *National Bulletin* or want to get more involved? Contact Karen.

## COMMISSION ON FRENCH FOR SPECIFIC PURPOSES

**E. Nicole Meyer**

**Chair**

[nimeyer@augusta.edu](mailto:nimeyer@augusta.edu)

- ▶ French for Specific Purposes encompasses Business French, French for Health and Medicine, French for Science and Technology, Diplomatic French, French for Tourism, French for Engineering, and more
- ▶ Presentations and presence at AATF regional and national conferences, as well as ISSLP
- ▶ Discussions at multiple universities on the combination of French with STEM degrees
- ▶ Social Media presence on Twitter and Facebook, working on website
- ▶ Working on a volume of units for French in a variety of careers for teachers at multiple levels
- ▶ Designing a National Concours for *Français à Objectifs Spécifiques* (FOS/FSP)
- ▶ New Commission members welcome

## COMMISSION ON HIGH SCHOOLS

**Jean Copeland**

**Chair**

[jean.m.copeland@gmail.com](mailto:jean.m.copeland@gmail.com)

- ▶ Intercultural lessons experimented with learners and shared via website

- ▶ New website for the Commission
- ▶ Connections with AATF members who are interested in being a part of the Commission
- ▶ This commission is seeking contributions of cultural lessons to share theme of interculturality

## COMMISSION ON MIDDLE SCHOOLS

**Janel Lafond-Paquin**

**Chair**

[madamep51@hotmail.com](mailto:madamep51@hotmail.com)

- ▶ Making connections through *Musique Mercredi* social media group for future music project
- ▶ Upcoming project combining music choices with specific themes
- ▶ If you love using music in class, this is the commission for you

## COMMISSION FOR THE PROMOTION OF FRENCH

**Justin Frieman Charles**

**Chair**

[justinfrieman@yahoo.com](mailto:justinfrieman@yahoo.com)

- ▶ Social media image campaign created and shared during National French Week provide resources for teachers, not only for National French Week, but all year long
- ▶ Wide-reaching results through Facebook and Instagram
- ▶ Future media / visuals campaign in planning stages
- ▶ Calling all creative people to join this dynamic commission

## COMMISSION ON TEACHER RECRUITMENT AND RETENTION

**Eileen Walvoord**

**Co-Chair**

[eileenwalvoord@gmail.com](mailto:eileenwalvoord@gmail.com)

**Rebecca Léal**

**Co-Chair**

[rebecca.leal@elmhurst.edu](mailto:rebecca.leal@elmhurst.edu)

- ▶ Active Facebook page and connections with chapters and job vacancies throughout the country
- ▶ Commission webpage and national job board
- ▶ Taste of Teaching workshop held in March in conjunction with chapter student Immersion Day [Chi/NIL]

- ▶ Future webinar plans
- ▶ Additional website resources planned – recruitment materials, résumé writing help, talking points on value of French
- ▶ YouTube video series 'I love teaching French' with short 1 – 2-minute testimonials featuring variety of teachers sharing something members appreciate about our profession
- ▶ Passionate about teaching and want to encourage others to become teachers? Join this commission

### COMMISSION ON TECHNOLOGY

**Catherine Ousselin**

**Chair**

[catherineku72@gmail.com](mailto:catherineku72@gmail.com)

- ▶ Offered six distance-learning webinars in the spring featuring Catherine Ousselin, Nathan Lutz, Heidi Trude, Justin Charles, Teresa Floch, and Katy Wheelock
- ▶ Offered 1:1 support for teachers struggling with e-learning during quarantine / COVID 19
- ▶ Development of promotional videos, ads, and images for AATF
- ▶ Collected, judged, and shared National French Week student videos
- ▶ Social Media presence — continuations & expansions: Pinterest, YouTube, Diigo bookmarks, Facebook, Twitter, Instagram, Wakelet
- ▶ IF Profs collaboration
- ▶ Love technology? This is the commission for you

### COMMISSION ON UNIVERSITIES

**Jessica Sturm**

**Co-Chair**

[jsturm@purdue.edu](mailto:jsturm@purdue.edu)

**Isabelle Drewelow**

**Co-Chair**

[idrewelow@ua.edu](mailto:idrewelow@ua.edu)

- ▶ Active presence on social media (Facebook & Twitter)
- ▶ Sharing of information about webinars and resources for remote learning
- ▶ "Methods & Materials" project for technological platforms available to teachers and students
- ▶ Future webinar planned for fall on Careers in Languages
- ▶ Calling university professors who are interested in strengthening their programs to join this commission



#### To access

Go to <https://nearpod.com>

Select 'log in with Office 365' or create a new account

Explore and create your own session



#### To learn more:

<https://nearpod.com>

#### Why bother?

- Engage students
- Get insights into their learning
- Interactive lessons
- Customize and track learning for your students
- Virtual reality field trips
- Share your lesson and control student activity in real time
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#### My Library

#### Explore

#### Join

#### Create

#### Reports

#### How it can be used

- Create recordings and tutorial for enrichment, remediation and flipped classroom
- Add quizzes for instant feedback
- Share tutorials with your department to save time
- Make your presentations more engaging and interactive with media
- Conduct instant formative assessment to guide your lessons

Special thanks to Julia Ullmann, School District of Osceola County (FL), for preparing the image above. [ullmann.julia@gmail.com](mailto:ullmann.julia@gmail.com) ,



# POURQUOI PARTICIPER AU GRAND CONCOURS?



**LE GRAND CONCOURS**

If it's been a while since you've participated in the *Grand Concours*, or if you've never given it a try, the *National Bulletin* will feature short samples of each *Concours* level to help you better understand the content and format. A full version of the *Concours* (FLES\* and levels 01-5) is available free on our website: <https://www.frenchteachers.org/concours>

This issue features the FLES\* *Concours* (grades 1-6), along with Levels 4 and 5. Samples from Levels 01/1, 2, and 3 will be in the November issue.

The FLES\* *Concours* consists of listening comprehension (grades 1-6) and reading comprehension (grades 4-6). Students who score well on the listening comprehension and (as applicable) reading comprehension qualify for the speaking portion.

The Levels 4 and 5 *Concours* consist of a reading and listening section, language in context, and a reading section.

Table Leader and College Board Consultant Geneviève Delfosse affirms that the *Concours*, especially levels IV and V, provides assessment that is well-aligned with some of the AP French Language and Culture Course Curricular Requirements (CCRs) such as:

1. Use of authentic documents: audio, visual and print
2. Interdisciplinary Course content; making connections
3. Tied to the 6 required themes of the AP program
4. Opportunities to show understanding of products, practices and perspectives of Francophone culture
5. Assess the interpretive comprehension of audio, visual and written material
6. Use of real-life situations

Since the *Concours* review materials are online, students have access to a vast library of past *Concours* with which to practice – either on their own or as assigned by a teacher. Teachers can access students' results and so can use the test bank library to create and assign activities.

Interested in learning more? Please join us for a webinar about the *Concours* on Saturday, October 17 at 10 a.m. Central Time. If you're unable to attend, the webinar will be recorded and available to watch later. There is always more info at [frenchteachers.org/concours](https://www.frenchteachers.org/concours)

## PERSPECTIVE D'UNE PROFESSEUR DE FLES

Every year, in August, when school has just begun, my students inevitably ask the same two questions: "When are we eating La Galette?" and "When will we take the *Grand Concours*?"

I am proud that my young students are so eager to participate in the competition. It is rare that any place highly but knowing that they enter into a match against other students across the United States is something that makes their eyes sparkle.

Usually, around the end of the first semester, I start to mention the *Concours*: I explain to the new students how it will work and collect information on the participants. Most importantly I reassure the ones who are brand new to the class that they will compete with other children of their level. I send a letter home making it clear that no grades are taken from this experience and that it will prepare their child for their middle and high school years. Much to my delight, parents are quite supportive.

A few weeks before the actual date, we do a review session in class. I encourage students to use the website to get even more familiar

at home and send an email to parents with the direct link.

By then, students are getting excited and we make sure to have an important announcement at the school level: "Please be quiet in the hallway, our French students are taking a NATIONAL French exam!!"

And then, we wait!

When the results come in, I make another big announcement on the school PA system. Students, teachers, and administrators alike congratulate the winning students throughout the day. We post the information on our school social media, and I send a letter home to formalize the results.

Once the medals arrive, we have an actual *goûter* (always a hit with the *Petits Ecoliers*) with students who have placed nationally or who have made it to Honorable Mention. I make sure to have a little extra gift for all, including the *Hors Concours* students. Even parents are invited to come, and my administrators attend to take pictures, so it's quite the celebration. It has become a fun aspect of my French class!






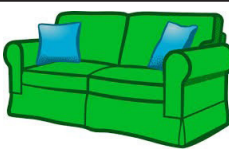



► Claire Frazier  
Kolter Elementary School (TX)  
[angershou@juno.com](mailto:angershou@juno.com)



# FLES CONCOURS

2020 SAMPLE, FOR ALL GRADES



[Student hears: Sur la table, il y a du beurre pour le pain.]			
1			
	A	B	C
[Student hears: Le lit est bien confortable.]			
2			
	A	B	C
[Student hears: Je dois passer par la bibliothèque cet après-midi. Je voudrais rapporter le livre.]			
3			
	A	B	C

Example from Reading and Structure section

1. Sur l'image, il y a \_\_\_\_.

- A. un garçon et un bonhomme de neige
- B. une fille et un bonhomme de neige
- C. une fille et un château de neige

2. Quelle saison est-ce?

- A. C'est l'hiver et il y a de la neige.
- B. C'est le printemps mais il fait frais.
- C. C'est l'automne et il fait du vent.

3. Qui porte des bottes?

- A. La fille
- B. Le bonhomme de neige
- C. Personne



# FLES\* GRAND CONCOURS

READING PORTION  
FOR GRADES 4-6



Je m'appelle Manal et je vis à Port-Said. C'est un port sur la Méditerranée, à l'entrée du canal de Suez. C'est le deuxième port d'Égypte et aussi un point de ravitaillement en carburant pour les bateaux qui empruntent le canal. J'adore regarder passer les gros bateaux.

Les produits égyptiens exportés, comme le coton et le riz, sont embarqués à Port-Said.

**Manal**



**Elham**

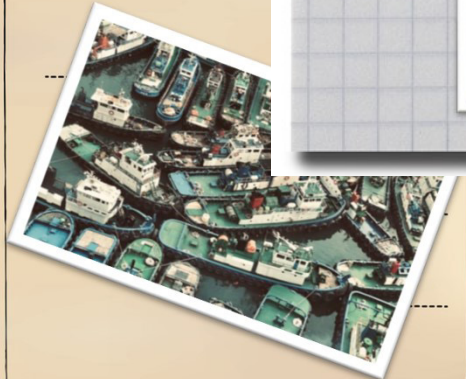
Je m'appelle Elham et j'habite Alexandrie, au nord de l'Égypte. Ma ville est sur la Méditerranée et le climat y est plus frais qu'au centre de l'Égypte. J'ai de la chance parce que je peux aller à la plage me baigner. Mon oncle, ma tante, et mon cousin Ahmed, qui vivent au Caire, ont une maison de vacances ici à Alexandrie, juste sur le front de mer. Nous jouons beaucoup sur la plage.

À Alexandrie, il y a beaucoup d'hôtels et d'appartements pour touristes. Alexandrie est aussi le plus grand port d'Égypte et une ville industrielle moderne.



**Rachid**

Je m'appelle Rachid. Je vis à Suez à l'extrémité sud du canal de Suez. Suez est une station de ravitaillement en carburant pour les bateaux et un centre de stockage du pétrole. Le pétrole est acheminé par oléoducs au Caire et à Alexandrie. Les produits dérivés du pétrole, le papier et les engrais sont fabriqués à Suez. Mes copains et moi, nous aimons beaucoup regarder les bateaux faire le plein de carburant.





You will now read a non-fiction text about three towns in Egypt and then you will answer the questions about the text. There are three different letters about three different towns each written by a young person who lives in that town.  
Texte adapté d'Elaine Jackson, *Égypte: Voyages Autour du Monde*

### Les Villes Égyptiennes selon trois jeunes

1. Comment s'appelle l'enfant qui vit à Port-Saïd?
  - A. Manal
  - B. Elham
  - C. Rachid
2. Port-Saïd est le
  - A. premier port d'Égypte.
  - B. deuxième port d'Égypte.
  - C. troisième port de la Méditerranée.
3. Qu'est-ce que Manal aime faire?
  - A. Il aime ravitailler en carburant les bateaux.
  - B. Il aime regarder les bateaux.
  - C. Il aime exporter le coton et le riz.
4. Quel temps fait-il à Alexandrie?
  - A. Il pleut beaucoup.
  - B. Il fait froid.
  - C. Il fait frais.
5. Où vivent l'oncle et la tante d'Elham.
  - A. à Alexandrie
  - B. à Suez
  - C. au Caire
6. Pourquoi Elham a-t-il de la chance?
  - A. Parce qu'il va à la plage souvent.
  - B. Parce qu'il regarde les bateaux.
  - C. Parce qu'il a une maison de vacances.
7. Où habite Rachid?
  - A. Il habite à Port-Saïd.
  - B. Il habite à Suez.
  - C. Il habite à Alexandrie.
8. Que fait-on avec le pétrole?
  - A. Du coton et du riz
  - B. Des hôtels et des appartements pour touristes
  - C. Du papier et des engrais
9. Qui aime regarder les bateaux?
  - A. Rachid et Manal
  - B. Elham et Rachid
  - C. Manal et Elham
10. Qu'est-ce qu'on ne peut pas faire en Égypte d'après ces trois articles?
  - A. se ravitailler en carburant
  - B. faire du ski
  - C. se baigner à la plage
11. Qui aime regarder les bateaux?
  - A. Rachid et Manal
  - B. Elham et Rachid
  - C. Manal et Elham
12. Qu'est-ce qu'on ne peut pas faire en Égypte d'après ces trois articles?
  - A. se ravitailler en carburant
  - B. faire du ski
  - C. se baigner à la plage



# LE GRAND CONCOURS: LEVELS 4 & 5



## LEVEL 4

### Language in context

Joséphine Baker est 29 \_\_\_\_ comme la première célébrité noire du XX<sup>e</sup> 30 \_\_\_\_ . Née en 1906 dans une famille très pauvre du Missouri, la jeune métisse a 31 \_\_\_\_ une jeunesse difficile. Elle échappera à la misère 32 \_\_\_\_ son don pour la danse et le spectacle.

29. a. connu  
b. connue  
c. connus  
d. connut

30. a. temps  
b. mois  
c. époque  
d. siècle

31. a. été  
b. eu  
c. fait  
d. fais

32. a. parce que  
b. à cause de  
c. sans  
d. grâce à

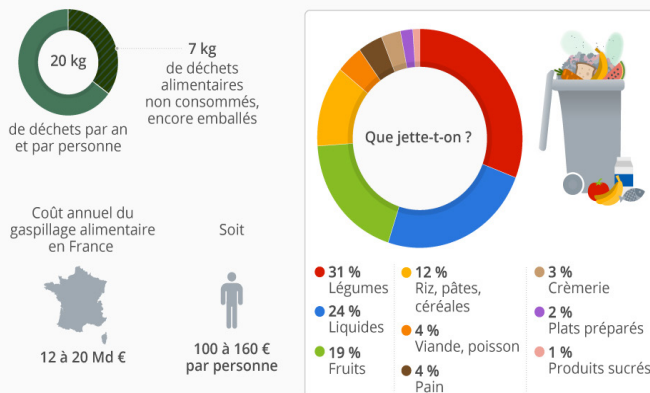
## Reading Comprehension

You will look at an infographic [Source #1 below], and then read an article [Source #2, available online].

Select the most appropriate answer from the four choices on your screen and indicate your choice by clicking on the circle next to the answer.

- Selon l'infographie, que jette-t-on?
  - plus de riz que de fruits.
  - surtout des produits laitiers.
  - plus de fruits que de plats préparés.
  - plus de viande que tout autre aliment.
- Selon l'infographie, quel domaine est le plus affecté par le gaspillage alimentaire?
  - les plats préparés.
  - les produits laitiers.
  - les plats emballés.
  - les desserts.
- Selon l'infographie, qu'est-ce qui occupera le plus d'espace dans la poubelle de chaque ménage?
  - Les légumes et les pâtes.
  - Les fruits et les sucreries.
  - Le pain et les plats préparés.
  - Les riz et la viande.

## Le fléau du gaspillage alimentaire



## LEVEL 5

### Task #3 - READING and LISTENING

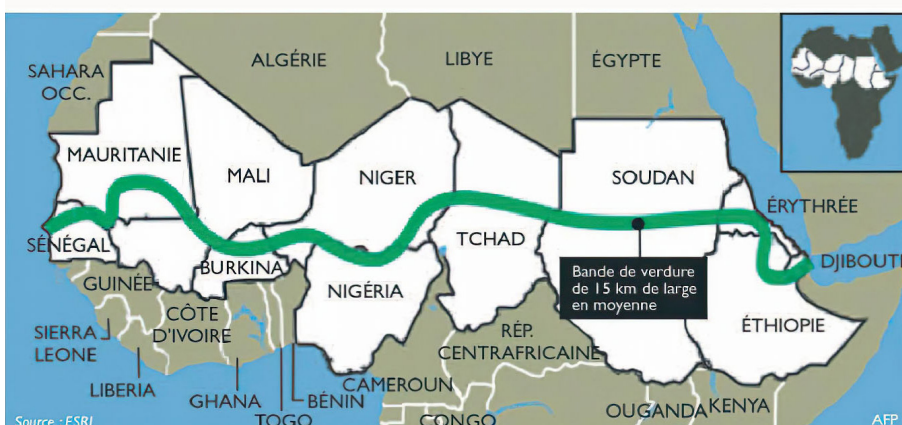
You will read a short article [Source #1], and then hear a podcast [Source #2]. The audio lasts 2m06. Choose the most appropriate answer by clicking the circle next to your choice.

You may take notes while listening!

Extrait d'un article publié dans le magazine en ligne, "Eco Afrique," en mai 2019

## Le projet de "Grande muraille verte"

7 100 kilomètres de verdure du Sénégal à Djibouti pour contrer la désertification



### Afrique: la grande muraille verte repousse le désert du Sahara

L'Afrique est touchée de plein fouet par la désertification. Le projet «Grande muraille verte» veut reboiser les terres arides et repousser le désert. C'est un ambitieux projet de barrière de forêt de 7 800 km de long et 15 km de large, impliquant 11 états africains. Il a été initié par l'Union Africaine en 2008. Créer une immense barrière végétale, d'un bout à l'autre du continent, afin de freiner l'avancée du désert.

L'expansion du Sahara, le plus grand désert du monde, se poursuit chaque année. Elle est estimée à environ 2 km par an et met en péril des pays entiers tels que la Tunisie, dont 75% des terres cultivables sont menacées par la désertification.

En cause, notamment, les activités humaines: l'effet de serre engendré par la pollution qui provoque des sécheresses chaque année, et

surtout la végétation détruite par les populations, car au Sahel on utilise surtout le bois pour toutes les activités domestiques. Selon certains experts, le continent africain aurait perdu environ 650 000 km<sup>2</sup> de terres productives en 50 ans, soit l'équivalent de la France.

Il est important de faire la différence entre la désertification et le désert: la désertification n'est pas le désert qui avance ou qui gagne du terrain à proprement parler. C'est en fait l'érosion qui fabrique du sable, et l'érosion est surtout due à la déforestation.

Ce projet colossal a commencé dans le Nord du Sénégal qui plante, depuis, près de 2 millions d'acacias du Sénégal chaque année, une espèce d'arbre qui s'adapte particulièrement bien au climat aride. Et certains résultats positifs commencent déjà à être visibles, notamment au niveau de la faune: On revoit des oiseaux qui avaient disparu depuis longtemps! Certains insectes, tels que les

abeilles réapparaissent même et les jardins maraîchers ont également fait leur apparition, avec des fruits et des légumes qui étaient jusqu'alors inconnus et qui ne nécessitent pas tous d'être arrosés.

Malheureusement, la vaste majorité des pays qui s'étaient engagés en 2008 dans le projet de «la Grande Muraille verte», par exemple le Mali et le Soudan, n'ont pas encore entamé leur programme de reboisement car ils sont actuellement en proie à la guerre. Le Sénégal fait figure d'exception et d'exemple ainsi que le Burkina-Faso.

### Source #2: L'homme qui a arrêté le désert

Dans ce podcast qui dure 2m13, on rencontre un simple paysan du Burkina-Faso, Yacouba Sawadogo qui, en 1970, a affirmé «J'ai l'intention d'arrêter le désert!» Et c'est ce qu'il a passé sa vie à faire, en utilisant et en améliorant une ancienne méthode d'agriculture, «le Zai».

[Students hear]

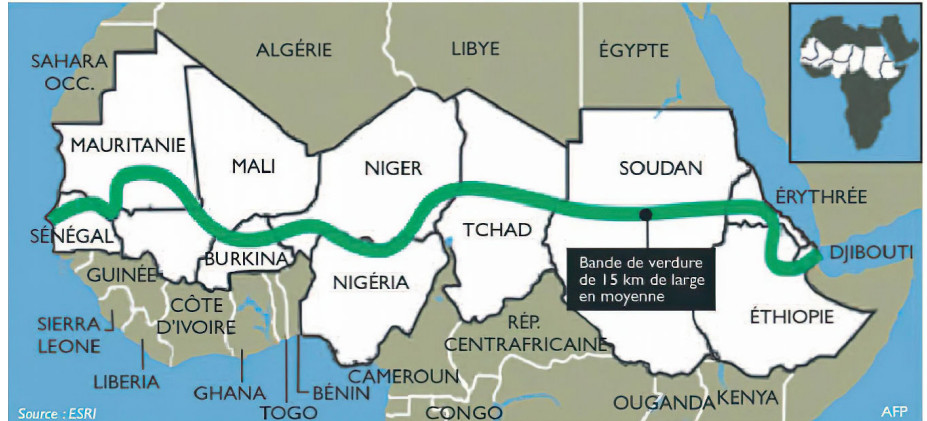
### «J'ai l'intention d'arrêter le désert!»

Lorsque Yacouba Sawadogo l'a affirmé à la fin des années 1970 à la suite d'une longue sécheresse, tout le monde le prenait pour un fou! Depuis, ses bois s'étendent sur plus de 40 hectares et ont contribué à la réputation de son village natal, Gourga, dans le nord du Burkina-Faso. Le «Zai» est une technique de culture traditionnelle utilisée à l'origine pour le millet. Sawadogo l'a perfectionnée. Les arbres nouvellement plantés tirent leur rapport nutritionnel du compost que Yacouba Sawadogo fabrique sur place avec ses fils à l'aide d'une technique très simple....

Les arbres ont non seulement fertilisé le sol mais ils ont aussi attiré des insectes, dont des abeilles:

## Le projet de "Grande muraille verte"

7 100 kilomètres de verdure du Sénégal à Djibouti pour contrer la désertification



Sawadogo leur a installé quelques ruches et leur miel est désormais une source de revenus pour sa grande famille. Depuis plusieurs années, Sawadogo teste ses méthodes; Aujourd'hui, il souhaite transmettre son savoir, non seulement à ses vingt-sept enfants, mais aussi à ses voisins et amis à une échelle bien plus grande.

Mais la formation ne se limitera pas aux techniques «Zai» de reforestation! Y. S. a d'autres ambitions! «Il y a presque 90 espèces d'arbres différentes dans cette forêt...J'ai rapporté toutes sortes de graines de mes voyages que j'ai plantées ici...et que j'utilise pour la médecine traditionnelle. Sans plantes, il n'y a pas de traitement.

Sawadogo ne jure que par la médecine traditionnelle. Il sait quelles huiles essentielles,

quels traitements peuvent être extraits des fruits, des écorces et des racines. Sa réputation attire les gens souffrants qui viennent le voir chaque jour et que lui et ses enfants soignent dans ses petites maisons.

Soigner grâce à la nature pendant que la nature se rétablit, la réputation de Yacouba Sawadogo s'est répandue. Il est désormais reconnu comme «l'homme qui a arrêté le désert!» De plus, la nappe phréatique est montée de cinq mètres l'ensemble de la région est désormais plus fertile. Yacouba a reçu le Prix Nobel alternatif pour l'œuvre de sa vie et il veille déjà à ce que ses idées perdurent bien longtemps après son départ!

1. Selon les informations fournies par le graphe et l'article, combien de pays africains se sont initialement engagés dans ce projet?

- a. environ une dizaine
- b. seulement trois
- c. environ une vingtaine
- d. Seulement cinq

2. Quelle est une conséquence positive du projet de reboisement mentionné dans l'article?

- a. Il encourage le commerce régional et international.
- b. Il contribue à sauvegarder la diversité des espèces.
- c. Il facilite l'utilisation d'énergies renouvelables.
- d. Il permet de mettre fin aux conflits locaux

3. Qu'est-ce qui est à l'origine des deux projets mentionnés dans l'article et le podcast?

- a. les guerres incessantes dans les pays du Sahel.
- b. le besoin de créer un axe de communication international en Afrique
- c. un problème écologique aux dimensions multinationales
- d. les progrès accomplis en agriculture au XX<sup>e</sup> siècle

4. Quelle conséquence positive est mentionnée dans les deux sources, l'article et le podcast?

- a. Le Sénégal est le pays qui contribue le plus au reboisement.
- b. Yacouba Sawadogo est un pionnier dans la lutte contre la désertification.
- c. Le reboisement contribue à la diversité de la faune.
- d. Les conflits armés actuels nuisent au projet de reboisement.



# DIVERSITY AND ENGAGEMENT:

## REFLECTIONS, PRACTICES, AND MOTIVATIONAL STRATEGIES ADDRESSING DIVERSITY IN OUR WORLD LANGUAGE CLASSROOMS

Unbeknownst to me, as I navigated the world that Atlanta, GA presented, I developed a keen sense of having the wherewithal to evolve into the young man I was destined to be. Experiences shape us and lead us to focus on what is important. Could this article be a reflection on my background as well as a reference for instructors as they teach about diversity? My life and career as a language instructor are connected, and they reflect experiences that made me who I am. Growing up in a metropolitan city provided the inner strength and resolve to see the world beyond the cultural lenses that made up my profile; and as a young black boy who found himself navigating uncertain communities, I realized that education would lead me through the tumultuous days ahead as I grapples with issues of identity. As a child, I dreamed of leaving Georgia's red clay hills and mountains to explore other cultures—to learn about the daily lives of others.

In April 1989, I was fortunate to take a trip to Sewanee, Tennessee—a small city that rests atop a majestic mountain. Immediately, I envisioned myself there. The lush greenery, the serenity of nature, and the diversity of the people striving toward a common goal—packed into a quaint campus. Matriculating as an undergraduate student at The University of the South remains a fascinating aspect of my life, for it was at this hidden southern gem that I developed a strong sense of my character. I had an epiphany while hiking the worn trails. As I listened to babbling brooks and chatty lovelorn birds, I felt a profound sense of peace and clarity. As I struggled with my emotions, I felt a strong wind gust that tried forcibly to unsteady my feet; my heart raced; my palms, brow, and upper lip beaded sweat—and then—when I knew that I would become an educator, everything came

into focus. Instructors aspire to connect with students and to deepen meaning and build character within them. Occasionally, we need to be open to confronting our own biases in order to build confidence and create safe spaces for open discussions. My career has

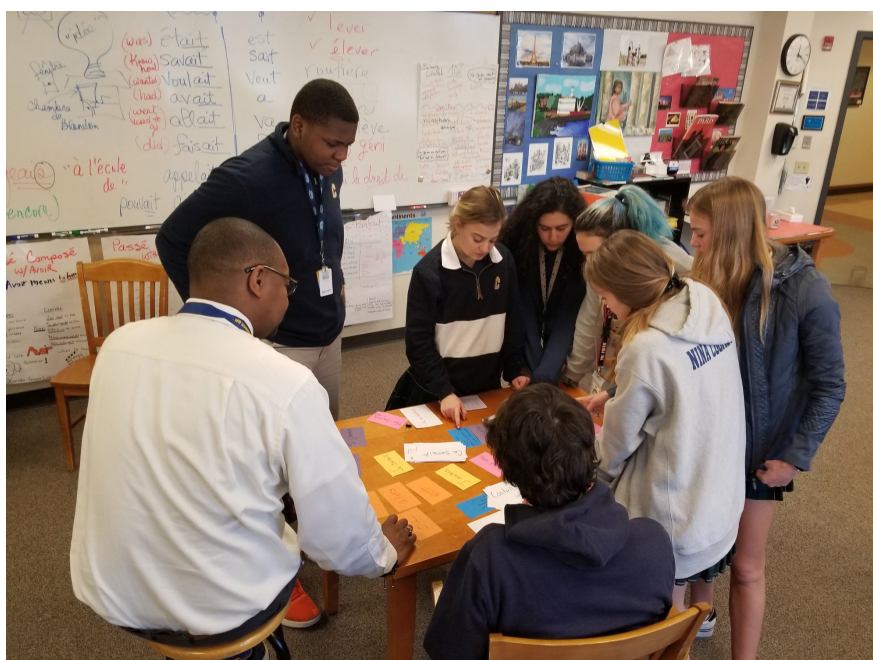
« **We do not need to always have the answers; we just need to enjoy the process of discovery.** »

in many ways allowed me to grow, personally and professionally, to a deeper understanding of others.

At Sewanee and later Middlebury College, I gained new perspectives and developed global values that still empower me to impact my students' lives, as they continue to impact my life. When relationships are genuine and grounded in emotions, biases, and prejudices dwindle in the face of examination and exposure to other cultures. Pathways to communication subsequently emerge. Assuredly, the internet provides opportunities to live in a seemingly small world, interconnected. Understanding belief systems, etiquette, and ideals of beauty are only examples of invisible cultural norms.

As we uncover the 90% of reality that hides underneath the surface, we grow immensely because enduring understanding is activated. Furthermore, we break down stereotypes as we gain perspectives and observe universal themes in films and short texts. In *Cyrano de Bergerac*, one learns about honesty and true love. Characters in *Le Petit Prince* teach us about attitudes and relationships from the vantage point of attentive observers. Interviews and podcasts also provide significant inquiries into the plight of individuals who seek understanding and cross-cultural experiences as we explore other identities.

We often notice information that describes the acute and disproportionate gaps between citizens. Authentic materials must also be presented alongside longer, connected reflections such as literature from the Francophone world. For example, Maryse Condé, one of the 21<sup>st</sup> century's prominent Guadeloupean writers, provides rich content in *Victoire, les saveurs et les mots*, an autobiographical masterpiece that provides insight into childhood and coming of age. Condé's poignant





words resonate with the perspectives of the anecdotal lessons and panoramic viewpoints that Gisèle Pineau asserts in her own semi-auto-biographical novel, *Un Papillon dans la cité*. Both writers draw attention to systemic societal issues while using their profoundly rich imagery to conjure ancestral roots and respect for family traditions. Approachable and digestible for intermediate mid learners, the authors take empathetic dives into coming of age, life's vicissitudes, and generational challenges. These themes are all fundamentally rooted in the notion that travel ignites in all of us a strong desire to grow and learn from those experiences.

The question of how to teach students about diversity remains pertinent. It requires us to peel off layers of accepted societal norms. I understand that deeper, culturally richer discoveries of the Francophone world await our French students. The enthusiastic interest generated from studying perspectives of people provides a continual source of passion for me as I delve into aspects of the Franco-phone world with students. Innate passions for history and liberal arts allow me to make genuine connections with students. Recognizing that our classrooms are microcosms

where diversity should be recognized and celebrated, teaching about diversity requires providing opportunities for learners to spend time on tasks highlighting diverse issues. Perspectives from other communities provide formative interactions that contribute to lasting appreciation of others. Images allow students to attach meaning to what they observe. My collections of images encompass city and countryside, work, real estate and architecture, money and values, and many other high interest topics. Students see real people engaging in situations. My favorite activity involves circling strategies that provide students with a series of chances to respond to questions with vocabulary related to texts. I begin with yes/no questions, then progress to open-ended questions to encourage independent thinking.

Our own blinders limit us, so we must be aware of our own cultural lenses and how they impact our choices. To get to the heart of global competency requires choosing rich texts that contain celebrations and injustices in society. Doing so paves the way to deeper conversations about social justice. When we show pictures, we need to ask deeper questions to push students out of their

comfort zone. Powerful images provide a solid foundation for discussions. What's going on and why? How are your perceptions shaped by what you observe?

Songs fulfill our quest for authenticity. Songs move learning to deeper levels of reflection. Black M, Diam's, Stromae, Soprano, and Yousou N'Dour navigate cultural challenges and conflicting experiences that lend themselves to misunderstandings in songs like "Sur Ma Route," "Ma France à Moi," "Tous les Mêmes," "Le Coach," and "Le Journal." Voices from around the world sing about experiences, history, and the realities of our world—all topics that capture the essence of cultural practices and perspectives that we, as world language teachers, strive to navigate with diverse learners. In music, struggles, love and hate, situations are all explored often with a call to action. Inner/outer circles provide intermediate students impactful tools that allow them to engage and develop possible solutions together. When students debate, they effectively deal with issues of interest on their terms, using their language, thus owning the experience. They create with language and discuss real-life issues in engaging ways.

My planning reflects three principles: exposure to authentic resources, personal interests, and proficiency levels. I use lots of visuals and short videos to grab the interest of novice learners. They communicate using discrete lists and sometimes sentences. Intermediate students create with key phrases from songs, making meaning in different ways. Intermediate high and advanced students might develop big pictures with learned material. For them, collaborations between artists can provide compelling cultural input to draw upon opinions and conjecture. When learners create images of cultural nuances, they develop layers of understanding of diversity. Black M collaborates with Namika on a 2018 track, "Je ne parle pas français," that provides learners with a framework of language, culture, and history. The singers' partnership also creates a story with its own merit, as they are from two very different backgrounds. The song hooks listeners through its upbeat rhythm and contemporary glimpses into Parisian life. They find commonality through song and purpose.

Language is a living construct. Learners don't automatically think globally; we must prime

(continued on page 29)

# CHAPTER NEWS



In November, the chapter held their professional development workshop. In addition to breakout sessions on the AATF Exemplary Program, the Region IX *Manie Musicale de mars*, and the National Francophone Trivia Contest, Anita Gandhi shared how to create a breakout activity, demonstrating both digital and physical breakouts. In December, the chapter had a private tour of the "Claude Monet: The Truth of Nature" exhibit.



Connecticut French students and their families gathered in January to cheer the Sound Tigers to victory during French Hockey Night.

At the first ever *Soirée Cabaret*, teachers heard and sang a classic list of French language songs presented by Victoria Richter. The event featured "Si Jamais," a group of five professional musicians and educators from Rhode Island. It was a traditional cabaret complete with food, beverages, and socializing. Attendees had special lyric booklets so that they could sing along with the band the whole time!



While our annual in-person Awards Ceremony was also canceled, prizes were awarded. Two monetary prizes based on an extensive formally submitted application and a live-panel interview in French were presented by the chapter. The AATF-Connecticut Tom Betts Senior Prize of \$1,000 was awarded to M. Wesley M., a student of M. Jon Shee of St Luke's School and the AATF-Connecticut Alberta Conte Junior Prize of \$500 to Mlle Emma C., a student of M. John Lyle of the Hopkins School. A \$500 prize was sponsored by the *Alliance Française* of Northwestern Connecticut and was awarded to senior French student Mlle Sienna M., a student of Heidi Edel, of Valley Regional High School.

## MEMBERS' NOTES

Honorary Member **Jean-Benoît Nadeau** (right) has been awarded *le Prix Jules-Fournier 2020* by *le Conseil supérieur de la langue française* in Québec.

The vice president of the New Jersey Chapter, **Alice Simonson**, is also President of the Foreign Language Educators of New Jersey.

Félicitations à **Anita Gandhi** (CO/WY Chapter) who was named the Colorado Congress of Foreign Language Teachers' Teacher of the Year.

The current President of the Western New York Chapter, **Martha Horohoe**, served on the Western New York World Language Standards Committee to represent AATF-WNY in this reassessment of the New York State World Language Standards.



# AATF AWARD WINNERS FOR 2020



## AATF REBECCA AND JEAN-PAUL VALETTE LEGACY AWARD

**JENNIFER HOBAN** is a French teacher at Louisville Collegiate School [KY]. While predominantly teaching at the middle school level, she has also taught all grade levels from kindergarten through college-level French. During her time at Louisville Collegiate, the French program has seen tremendous growth in the middle school with full classes and the opening of new sections. Jennifer passionately believes that every student should have the opportunity to learn a World Language. Learning a language not only brings students undeniable cognitive and long-term professional benefits, it also opens new worlds to them. In Jennifer's classroom, students not only learn to communicate in a second language, but learn through listening and observation to become curious, empathetic, and engaged citizens of the world. .



## DOROTHY S. LUDWIG EXCEL- LENCE IN TEACHING AWARD - HIGH SCHOOL LEVEL

**DEBORAH BLAZ** is a Google-certified educator, full-time high school teacher [Angola High School] and part-time university adjunct [Ivy Tech and Trine University]. Deborah has taught French for 41 years. Deb was named honorable mention to the USA Today All-America Teacher Team and received the Project E Excellence in Education award in Indiana.

Deb has written six books on world language pedagogy, several articles for the AATF *National Bulletin* and the *Language Educator* magazine, and as a professional translator has helped many adoptive families and participated in a team that translated *The Papacy: An Encyclopedia* .

A career-long member of AATF and IFLTA, she has done numerous keynotes, workshops nationally and internationally and yearly presentations at state conferences on a variety of topics, several times selected as Best of State or All Star at Central States, as well as helping with her state foreign language website. Her classes have pen pals from France each year, with a recent exchange visit from Normandy, and the *pétanque* team boasts several trophies.



## DOROTHY S. LUDWIG EXCEL- LENCE IN TEACHING AWARD - POST-SECONDARY LEVEL

**ANNE LAIR** received her Ph.D. in French culture and literature from the Ohio State University in 2003. She was an Associate Professor of French at the University of Northern Iowa until 2012, and then joined the University of Utah where she currently is a Professor/Lecturer of French and directs the French Basic Language Program. She is also the French Bridge Curriculum Director and French Coordinator for the State of Utah. Prior to this, she served as the Dual Language Immersion Coordinator (2013-15) and then became the Coordinator of the Secondary French Dual Immersion Program until 2018. Anne is the Honorary Consul of France in Utah.

Anne has been recognized professionally on several occasions. She was named a *Chevalier dans l'Ordre des Palmes académiques* (2017), Teacher of the Year at the University Level by the Utah Foreign Language Association (2014), the ACTFL Nelson Brooks Award (2012), and the Outstanding Educator of the Year at the University Level granted by the Iowa World Language Association in 2008.

Anne was invited to co-author first- and second-year textbooks [Cengage Learning]. When she isn't teaching or giving workshops, she enjoys cooking, skiing, and hiking with her family.



## AATF OUTSTANDING CHAPTER OFFICER AWARD

**NATHALIE GOREY** is a native French speaker, originally from Normandy but was born and grew up until the age of 11 in *Côte d'Ivoire*. After graduating from the University of Angers in the *Pays de Loire* region of France with her Master's degree in Applied Languages to International Business, Nathalie travelled to Maine to teach at and develop the French program at the University of Maine at Machias. She met her future husband and continued teaching as a lecturer at UMM for five years. Nathalie's first experience teaching had been in Limerick, Ireland, at the local *Alliance Française*, while on an Erasmus study abroad program. Nathalie has been living in Maine for the past 29 years. She also taught at the University of Maine at Augusta for seven years as well as at the elementary and secondary school levels, but more recently at Mt. Ararat High School in Topsham. Nathalie is also a member of the Advising Board of the *Alliance Française du Maine*, and the French translator for the African newspaper for the new Mainers, *Amjamba Africa!* She received the Richard Williamson Leadership Award from FLAME, the state's foreign language association, in 2019. She is passionate about teaching and sharing her native language and the Francophone cultures, as well as exposing her students to immersion experiences and taking them abroad. An avid reader, cook, traveler, and world cinema enthusiast, the mother of two adult sons and the grandmother of a 9-year-old girl, Nathalie lives in Maine with her husband and her cats.



## AATF/CONCORDIA LANGUAGE VILLAGES OUTSTANDING ADMINISTRATOR AWARD

**SUSAN MOCHEN** is the 2020 recipient of the AATF Concordia Language Villages Outstanding Administrator Award. Dr. Mochen began her career as a self-contained middle school teacher for students with emotional and behavioral disabilities and is currently the assistant principal of curriculum at Watauga High School in Boone, NC.

Dr. Mochen goes above and beyond to create immediate opportunities for students to study languages, with special attention to French. As the high school Head of Curriculum, she works closely with students who want to continue their French education, even when the class time does not work with their initial schedule. She is actively encouraging our high school to find the funds to hire a part-time French teacher because the demand for French greatly outweighs the seats available. In addition, Dr. Mochen has been a full partner in creating new opportunities for students to use their French, including working to set up a Memorandum of Understanding [MOU] between Watauga High School and the *Académie de Reims* and encouraging initiatives with other content areas in the school, such as the culinary arts and the visual arts. Dr. Mochen is caring and committed to supporting teachers and creating a more diverse school atmosphere.

Sidra Miller was selected by Dr. Mochen to attend the Concordia Language Villages French program in her honor. [\*Due to the pandemic, Sidra plans to attend Concordia Language Villages next summer.] Sidra is a junior who plans to continue with French throughout her high school career. Languages and cultures are important to her, and she would like to become fluent in French to help make the world a better place. In her application, Sidra wrote: "I've spent four years of my childhood living in Uganda and Ethiopia and plan to return

in the future with the Peace Corps, studying abroad, and service. Pursuing this opportunity will enrich my French skills, providing me with a chance to immerse myself in Francophone African countries in the future. In addition, learning French enables me to connect with people and cultures all across the world, expanding my global citizenship. In college and beyond, I plan to pursue intercultural service through the outdoors, and having this opportunity would be the key to unlocking the French speaking world." I am thrilled to see what a difference Sidra makes in the world, and I am delighted that Dr. Susan Mochen was instrumental in offering Sidra this opportunity! Dr. Mochen was nominated by AATF member Heather Tedder.

[continued from page 26]

the pump by providing them with opportunities to engage with native speakers as well as those who use different languages. In an interview with the musical group Neimo, members discuss the importance of music and various dances in our lives. Members also discuss choices about singing in various languages and why it is important to consider civil liberties that vary from society to society. Another fascinating example of how acknowledgement of interculturality is meaningful can be found in Kids United, a diverse musical group which encourages us to combat ageism, racism, sexism, and ethnocentrism. Kids United singers tug at listeners' heart strings through upbeat songs like "Les Lacs du Connemara" and "Mama Africa." These two songs celebrate ancestral roots while encouraging listeners to travel in order to open pathways to understanding others. The deeper meanings transcend race, ethnicity, and class. We are all moved by the journey of language acquisition. I am elated that there are multiple instructional and engagement strategies that support content mastery. Furthermore, current events are ever present online. Many times, I scroll through Twitter feeds to find interesting topics to talk about during "small talk" sessions.

Interest in diversity is not enough for 21<sup>st</sup> century learners. When we approach diversity issues, we must be honest about our own cultural lenses. We do not need to always have the answers; we just need to enjoy the process of discovery. Improvi-

sation and exposure provide the conduit for cultural exploration, with social justice and global competency being essential goals. Effective instructional strategies require comprehensible input, pre-listening and viewing, and time on task. Steeped in research-based practices, we must make experiences relatable, debatable, and legitimate. We expose learners to authenticity, making them more aware of communities. Presenting language learners with rich content pushes them beyond their proficiency levels. In our current climate, cultural sensitivity, as well as the high degree of engagement, must be intentionally cultivated. Experiences shape us and unite us. I hope students grow and become globally aware life-long learners who develop into dedicated, tireless humanitarians. We must be the change that we want to see—and that change begins with me and you.

- ▶ Tracy Emilio Rucker  
Louisville Collegiate School (KY)  
tdeux35m@yahoo.com

## LA SEMAINE DU FRANÇAIS



**DU 4 AU 10  
NOVEMBRE 2020**

**FÊTONS LE FRANÇAIS  
VIRTUELLEMENT**

# AATF WEBINARS

Since March, the AATF has facilitated a series of professional development webinars to support French teachers as they navigated a transition to virtual or hybrid learning. In March and April, Technology Commission Chair Catherine Ousselin and her team provided emergency assistance to teachers.

In June and July, a series of 12 zoom meetings was organized to replace the annual convention in Trois-Rivières, Québec. These were attended by over a thousand AATF members.

Beginning at the end of July, the AATF began facilitating five webinars on hybrid/blended learning for French teachers. The presenters have modeled hybrid teaching strategies on a variety of topics. In this flipped format, participants have been asked to read and/or watch materials before each webinar. The one-hour live sessions have included breakout rooms and whole-group interactions. The first three modules were [1] Principles of Hybrid/Flipped Classrooms, [2] Moving from Interpretive to Interpersonal, and [3] Assessment and Feedback in the Hybrid Classroom. Two more remain on Sept. 29 and Oct. 20. See titles and registration information below.

In addition to a number of sessions organized by the *Alliance française* to which they have invited AATF members, the AATF is also organizing a fall series of webinars on a variety of themes that have been requested by previous participants. All AATF members can receive certificates of participation. Registration is required but is free to AATF members.

All of the past Zoom webinars have been recorded. In many cases, we have also included the participants' handouts and the recorded chat. All information, including descriptions, documents, recordings, and registration information can be found at <https://www.frenchteachers.org/resources/web-based-activities/>.

## UPCOMING HYBRID/BLENDED LEARNING MEETINGS

### #4 Presentational Writing & Speaking

Tuesday, Sept. 29  
Time: 4 p.m. (PST) / 5 p.m. (MST) / 6 p.m. (CST) / 7 p.m. (EST)

### #5 Reflections on Success and Next Steps for the Future

Tuesday, October 20  
Time: 4 p.m. (PST) / 5 p.m. (MST) / 6 p.m. (CST) / 7 p.m. (EST)

## FALL WEBINAR SERIES (EXACT DATES AND TIMES WILL BE FORTHCOMING)

**Week of September 21: Teaching About Diversity and Inclusivity in the French Classroom**

**Week of October 4: Creating IPAs**

**Week of October 12**

**Grand Concours:** General Information  
Saturday, October 17  
Time: 8 a.m. (PST) / 9 a.m. (MST) / 10 a.m. (CST) / 11 a.m. (EST)

**Week of October 19: Québec**

**Week of November 1**

**AATF National Zoom Chat: Ask Anything**  
Thursday, October 22  
Time: 4 p.m. (PST) / 5 p.m. (MST) / 6 p.m. (CST) / 7 p.m. (EST)

**Week of November 9:**

**Grand Concours:** How to Order  
Saturday, November 14  
Time: 8 a.m. (PST) / 9 a.m. (MST) / 10 a.m. (CST) / 11 a.m. (EST)

**Week of December 7: Teaching Writing**

**Week of December 14: Martinique & the French Caribbean**

**AATF National Zoom Chat**  
Saturday, December 19  
Time: 8 a.m. (PST) / 9 a.m. (MST) / 10 a.m. (CST) / 11 a.m. (EST)

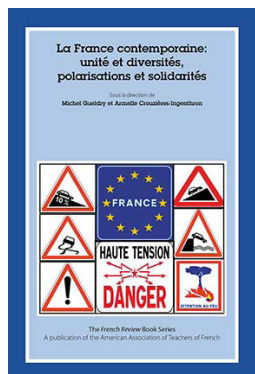
All descriptions and registration information can be found at <https://www.frenchteachers.org/resources/web-based-activities/>

# AATF MATERIALS CENTER

<https://store.frenchteachers.org>

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## 1 ▶ LA FRANCE CONTEMPORAINE

*La France contemporaine: unité et diversité, polarisations et solidarités*, the 2<sup>nd</sup> volume in the French Review Book Series is a double volume with 540 pages.

**Member Price ▶ \$70**



## 2 ▶ ASSESSMENT STRATEGIES

This volume contains 43 IPAs at Novice, Intermediate, and Advanced Levels, produced by the AATF Commission on High Schools.

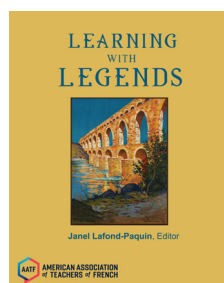
**Member Price ▶ \$25**



## 3 ▶ EDUCATION IN FRANCE

Titled "Heurs et malheurs du système éducatif en France," this volume is a collection of articles on the state of the French educational system.

**Member Price ▶ \$60**



## 4 ▶ LEARNING WITH LEGENDS

This contains eight lessons based on contes et légendes produced by the AATF Commission on Middle Schools.

**Member Price ▶ \$20**



## 5 ▶ CUISINER ET APPRENDRE

contains 34 illustrated recipes in French with classroom activities, reading texts, exercises. The cookbook is completed by a glossary and English versions of the recipes.

**Member Price ▶ \$25**



## 6 ▶ MARTINIQUE

Contains 14 *dossiers pédagogiques* which cover topics such as history, cuisine, environment based primarily on videos including panoramas, interviews, and documentaries.

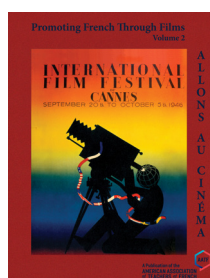
**Member Price ▶ \$25**



## 7 ▶ CINEMA VOL. 3 - IMMIGRATION

"Immigration et identité," Volume III contains twenty-one French and Francophone films appropriate for secondary and university levels.

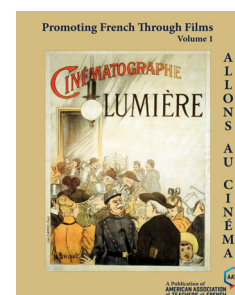
**Member Price ▶ \$25**



## 8 ▶ CINEMA VOL. 2

Seventeen French and Francophone films are presented in Volume II. All are appropriate for secondary or university levels; 3 animated films appropriate for middle school.

**Member Price ▶ \$25**



## 9 ▶ CINEMA VOL. 1

Fourteen French and Francophone films are presented with vocabulary and activities for the classroom at both secondary and post-secondary levels.

**Member Price ▶ \$25**

# REGIONAL REPORTS

## REGION I: NEW ENGLAND

Region I has active chapters who plan activities and professional development opportunities for students and teachers. All chapters continued to have solid participation in the *Grand Concours*. Chapters have a social media presence and work with local universities, *Alliance française* chapters, and Francophone partners from the French Consulate and the Québec delegation to provide robust programs for our AATF members. Chapters held elections, met in person, and in the spring, met remotely. Because of COVID-19 many wonderful activities and programs were cancelled or postponed.

### COLLABORATION WITH WORLD LANGUAGE ASSOCIATIONS/PROFESSIONAL DEVELOPMENT

The Eastern Massachusetts Chapter has traditionally had a strong presence at the Massachusetts Foreign Language Association (MaFLA) Conference, and this year it was particularly strong. There were nine sessions offered in French, and the keynote speaker was Fabrice Jaumont who spoke about the bilingual revolution. There was also a strong French presence at the annual MaFLA immersion breakfast as well. During the school closure this spring, MaFLA members provided weekly webinars and zoom sessions to provide much-needed professional development to Massachusetts world language teachers as they transitioned to remote learning practices. Due to COVID-19, their previously scheduled summer immersion in French was cancelled. The Rhode Island Chapter participated in the Rhode Island Foreign Language Association Conference (RIFLA) in the fall. The chapter members were invited to participate in RIFLA's spring webinars to help with distance learning. The Rhode Island Chapter also mobilized its advocacy team to try to prevent the elimination of a high school's French program. Although the effort was not completely successful, the advocacy team did an admirable job contacting the decision makers. The Maine Chapter was well represented at the Foreign Language Association of Maine (FLAME) Conference. The Maine Chapter held many webinars sponsored by the University of Maine at Orono. The Connecticut Chapter did

promotion and ran a busy booth at the state COLT Conference. Connecticut was very active as usual, offering many activities for its teachers, including the 6<sup>th</sup> annual *Rentrée* Gathering and a workshop on Belgian chocolate. Western Massachusetts/ Vermont, with collaboration from Amherst College, offered virtual cinema to its members including, *L'Audition* and *Cézanne: Portraits of a Life*.

Noah Ouellette, Boston French Consulate, and Marie-Josée Duquette, *Délégation du Québec* in Boston have generously offered their time and presence to visit schools and present about France and Québec to the New England chapters of the AATF. We encourage teachers to engage these educational attachés to achieve our common goals in the promotion of the study of French in New England.

### ACTIVITIES FOR STUDENTS

Students from Region I were well-represented and very successful in the *Grand Concours*. Although there were no ceremonies to honor the students who placed nationally, regionally, and in their state, some chapters sent prizes to their respective winners while others will have their teachers present the awards in the fall. Many chapters participated in the National Francophone Trivia Contest which was a great success. Many thanks to our own Jon Shee and to Megan Diercks for organizing this wonderful event! We appreciate your efforts so much. Connecticut held their third

annual French Hockey Night in Bridgeport in January, and it featured a one-on-one meet and greet with the French-speaking players. "Alors, On Chante!" was a planned live contest show of Francophone music performed by students, but due to COVID-19 it turned virtual. Students sang in French and submitted their work electronically. A panel of senior French students from the Brunswick School watched and discussed the submissions and award four first prizes and several citations.

All chapters are looking forward to the upcoming school year so that can continue to provide meaningful and inspiring activities for its teachers and students alike.

Respectfully submitted,

► **Margarita Dempsey**  
Region I Representative  
[mbdempsey11@gmail.com](mailto:mbdempsey11@gmail.com)

## REGION II: NEW YORK & NEW JERSEY

Despite the worldwide pandemic, Region II chapters showed exceptional resilience and creativity in serving their members, students, and communities.

Several chapters in the region elected new officers as of last year. Some have begun planning activities and the Westchester Chapter held a successful workshop last fall.



CT chapter *Rentrée* gathering here and at right

New chapter officers expressed an interest in co-sponsoring events with chapters nearby.

## PROFESSIONAL DEVELOPMENT

Central New York held a workshop which included a lock box activity, a crime scene activity with evidence, suspects, motive—a regular “Law & Order” *en français*, in which students incorporate the *passé composé* and the *imparfait* as they weave their way through the interviews, alibis, and write their version of “Who done it?” The workshop included a discussion of numerous strategies for working and playing with vocabulary and definitions, activities for verb conjugations, ways to encourage questions and answers, and the brain-teasing tribond where students find a common bond between three words.

The New Jersey Chapter offered two workshops with Deanna Scheffer, AATF Region IV [Southeast] Representative, Assistant Chief Reader for the AP French Reading, AP Consultant, and Mentor. The first covered updates on the AP French Language and Culture exam, learning how to navigate the new online resources available on the College Board website, building strategies to succeed in the AP French class, and in pre-AP French classes. The second dealt with creating activities per task in AP and pre-AP French classes.

New York Metropolitan Chapter members gave two workshops for the United Federation of Teachers–New York City Association of Foreign Language teachers and a workshop for the biannual conference of the *Société des Professeurs Français et Francophones d'Amérique*. The chapter continued its very popular and successful workshops in collaboration with Columbia and New York Universities. To help teachers with remote teaching, the chapter offered a webinar on teaching French language and culture online.

In fall 2019, the Westchester Chapter had a very successful professional development meeting led by two members of the chapter, Sandra Chan and Kaleigh Thomas, who were recipients of 2019 AATF Chapter 42 Summer Professional Development Grants. Each of them presented their experiences, and it was a wonderful opportunity to meet and see what they learned at the Agen, France Workshop in and the IFLT Conference in St.

Petersburg, Florida. It led to the creation of a local study group which had a few meetings before schools closed. The focus of the study group is on improving knowledge and skills surrounding acquisition-based teaching and teaching in order to provide comprehensible input.

The Western New York Chapter hosted the second annual French Teacher Immersion Week in collaboration with SUNY Buffalo's State Whispering Pines Camp. The program engaged teachers in immersive daily activities, professional development workshops, Meal preparation and cultural activities from all over the world.

## CULTURAL ACTIVITIES FOR MEMBERS AND COLLABORATION WITH LOCAL ORGANIZATIONS

The Western New York Chapter collaborated with the *Alliance française* of Buffalo to support the AFB JR Film Festival for teachers and students at the Buffalo History Museum. The chapter also hosted a spring meeting with guest speakers from France, Congo, Rwanda, Haiti, and Canada.

Both the Metropolitan New York and the Western New York chapters held wine, cheese, and music events for their members.

## ACTIVITIES FOR STUDENTS

To celebrate National French Week, Congratulations to the Western New York Chapter for its National French Week events! The number and variety of activities are truly impressive and worth listing: French club students presented *La Météo* Weather Outside for Channel 7, a French wine tasting seminar was held, *Le Grand Gala* reception

took place featuring live music by The French Connexion; French Heritage Day at Old Fort Niagara was celebrated; PAUSA Art House hosted a French night; the *Concours annuel de poésie et musique en français pour la paix* for students took place in Rochester at Nazareth College, and students, family and community enjoyed the *Franco Festival de Beau Fleuve* French heritage festival.

The Central New York chapter held two exciting activities for students. French students from 14 middle and high schools in Central New York attended the annual French night at the Crunch sponsored By The Syracuse Crunch. Over 300 Students, Parents, French teachers, and French enthusiasts enjoyed a high scoring match between Syracuse Crunch and the Laval Rockets.

The New Jersey Chapter attended a hockey match between the NJ Devils and the Vancouver Canucks followed by questions and answers with French-Canadian player Louis Domingue.

## GRAND CONCOURS

The chapters of Region II successfully participated in the *Grand Concours*.

Respectfully submitted,

► **Diane Paravazian**  
Region II Representative  
dparavaz@aol.com





What reflections/insights do you have about teaching during COVID-19?

- ▶ **Rob Napier** (TX): I learned that the rapport and connection we develop with our students is invaluable for their learning of French. With the onset of online classes resulting in more infrequent contact time, it became clear how, despite best efforts, levels would drop as I wasn't there in person to encourage, tweak, and guide my students. I missed the unique atmosphere and energy each class brings and know I'll appreciate them more when we eventually return to the classroom.
- ▶ **Lindsey Lewandowski** (MD): I am so thankful that I was already well versed in our LMS and that I regularly included technology in my lessons prior to the school closure. In a world where many of my students are overwhelmed with the changes, it has helped them feel more confident since they already know how to use technology in my class. We couldn't require synchronous lessons or new content due to inequity. At first, I was really upset that we had to switch to cultural lessons, I have grown to love the fact that my students are getting lessons that they wouldn't have had before.
- ▶ **Julenne Moore** (CO): I'm not quite so student-centered. I came to really need and appreciate my "self-care" moments of 10 am Zumba with Cécile Lainé. Thank you getting my endorphins flowing.
- ▶ **Andrea Isabelli** (IL): My days were incredibly hectic before being forced to teach from home. I teach all 4 levels of French including AP at 2 high schools. I traveled every day and sometimes struggled to remember to bring things from one school to the other. Teaching from home was so much easier on me. I was able to sleep 9+ hours per night. I have had time to walk every day and have never felt healthier. Not working in the petri dish helped. I was able to see most of my students regularly on Google meet, and one class even decided to wear hoodies as a "thing." I had the foresight to assign a book to all my classes before spring break, which made lesson planning a breeze. This has been the easiest end of the year in my 20+ years of teaching. I had tears in my eyes at the last class when students were so hesitant to leave
- the Google meet session. It's not the same as teaching in person, but for a traveling teacher, it was so much less stressful!
- ▶ **Ginnæ Stamanis** (NV): I learned that I need to further explore flipped models and online "games" like Quizziz.
- ▶ **Karen Kuebler** (MD): Interacting with the screen is important! Also consider how to use the chat to effectively engage and maintain attention of students. Add props to your teaching environment to keep it novel just as you would in the classroom.
- ▶ **Ariadne Livaditis** (NY): I did my best. While there was a fine line of student accountability, I learned that I need to encourage & support my students to be able to speak more. I need to provide more opportunity in the virtual classroom. What is learning another language, if you can't speak it?!

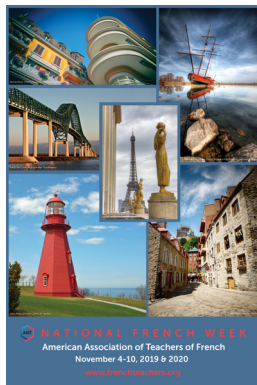
Our question for the November issue is: What would you most like to see presented as a session at an AATF conference and why? via the AATF Facebook, NB Twitter (@AATFNB), or email [nbeditor@frenchteachers.org](mailto:nbeditor@frenchteachers.org) *Merci!*

# NATIONAL FRENCH WEEK MATERIALS

<https://store.frenchteachers.org>

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Volume 46 • Number 1 • September 2020



## 1 BUMPER STICKERS

National French Week Bumper Stickers.

Price • \$1 each or 10 for \$7.50

## 2 2019-2020 NFW POSTER

Price • \$2 each or 10 for \$15

## 3 PENCILS

White National French Week Pencils

Price • 5 for \$1



## 4 BUTTONS

Two-inch round National French Week buttons

Price • \$.65 each or 10 for \$6

## 5 TEE-SHIRTS

National French Week Tee-shirts are royal blue with NFW logo imprinted in white.  
Sizes: M, L, XL, XXL.

Price • \$12

## 6 NFW PROMO KIT

Includes 25 each balloons, pencils, buttons, bumper stickers, 10 NFW Posters

Member Price • \$35

Quantity

Total

Pencils: La Semaine du Français: du 8 au 14 novembre [5 for \$1]

Buttons: On est les meilleurs! [65 cents each or 10 for \$6]

Balloons: National French Week: La Semaine du Français [10 for \$1]

\*\*SPECIAL: Order 25 of each item [100 items total] for \$35 [14% savings]

Extra Posters [5 for \$8]

T-shirts (blue with white logo design) \_\_\_\_\_ T-shirts x \$12 \_\_\_\_\_ M \_\_\_\_\_ L \_\_\_\_\_ XL \_\_\_\_\_

\_\_\_\_\_ T-shirts x \$12 \_\_\_\_\_ XXL \_\_\_\_\_

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## REMINDER: IMPORTANT DEADLINES AND DATES

**NOVEMBER 1-10** National French Week

**NOVEMBER 1-10** National Francophone Trivia Contest (see page 11)

**NOVEMBER 15 ...** Deadline for submissions for NFW Contests (see page 13)

**DECEMBER 1 .....** Deadline for nominations for Outstanding Administrator (see page 10)

**DECEMBER 15 .....** Deadline for proposals for the AATF Convention in New Orleans (see page 10)

**JANUARY 15 .....** Deadline for applications for Convention Travel Award (see website)

**FEBRUARY 1 .....** Deadline for nominations for the Ludwig Excellence in Teaching Award (see website)

**FEBRUARY 15 .....** Deadline for Exemplary Program applications (see website)

**MARCH 1 .....** Deadline for applications for the Valette Legacy Award (see website)  
Deadline for applications for AATF Small Grants (see website)

**MARCH 15 .....** Deadline for applications for Jensen Scholarship (see website)

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

**CONTACT FRENCH GOVERNMENT REPRESENTATIVES:** If you are looking for support or information from the French Embassy Cultural Service, you can go to their Web site to find the most current information for each of the consulates, 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](http://www.frenchculture.org)

## NEW ORLEANS

**July 19-22, 2021**

Watch for updates:  
**[www.frenchteachers.org](http://www.frenchteachers.org)**

« Laissez les bons temps rouler:  
Explorer la diversité du monde  
francophone »



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of TEACHERS of FRENCH**