NATIONAL BULLETIN

Volume 46 • Number 4 • April 2021

LAISSEZ LES BONS TEMPS ROULER

AN AATF LOVE STORY 6
VOYAGES ET TRANSITIONS ECOLOGIQUES.....8
WHAT'S YOUR ALIBI?.... 16

AATF
AMERICAN ASSOCIATION of TEACHERS of FRENCH

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NATIONAL BULLETIN

Volume 46 Number 4
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IN THIS ISSUE

Message de la Présidente 3
Des Américains à Bordeaux 4
Message de la Secrétaire générale 5
An AATF Love Story 6
Executive Council 7
Voyages et transitions écologiques 8
2020 NFW Media Contest Winners 10
In Memoriam: Gladys Lipton 11
2021 AATF Convention Book Club 11
Salut les jeunes! History of the Beignet 12
Société Honoraire de Français 13
Chapter News 13
National French Week Materials 14
French Teaching Jobs: AATF Job Board 15
What's New in the *French Review*? 15
Linguistic Fun Fact 15
Classroom Activity: What's Your Alibi? 16
Diversity Task Force Update and Call for Contributions 16
AATF Commissions & Commission News 18
AATF Materials Center 19
Wardo et Lélan Activity 20
New Orleans Convention Update 21
Circle of *Merci* 21
Members' Notes 22
Academic Prizes 23
National French Week Contests 2021 24
AATF Outstanding Student Awards 24
À votre avis 25
Jeunes Amis du Français 25
Regional Reports 26

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Volume 46 • Number 4 • April 2021

MESSAGE DE LA PRÉSIDENTE

As I write this message at the end of January, it is hard to know where to begin. Here in California we have been under lockdown since early December, but this week our governor lifted the order, and everything seems a little more positive than before. The vaccine rollout has been very slow here also, but, within the next several months, more people will have been vaccinated and things will slowly go back to "normal." Teaching online has proven to be a challenge for teachers and students, and for those of us who are teaching online for the rest of this semester, we might be able to return to in-person learning in the fall.

The AATF is hoping to hold our annual convention in New Orleans from July 19-22. The theme for the convention is "Laissez les bons temps rouler: Explorez la diversité du monde francophone," which I chose because the issues of diversity, equity, and inclusion are very close to my heart in light of the events of 2020. Our program will feature a number of exciting speakers and sessions. We have held conventions before in Louisiana: Baton Rouge in 2007, and New Orleans in 2014, so many of us are familiar with this state and its Francophone culture already.

Our keynote speaker will be Barry Ancelet, known as the poet Jean Arceneaux, storyteller and researcher on the French language in Louisiana. The title of his presentation is "Défis et enjeux dans l'écriture d'une grammaire d'une variété de français non standard: le cas du français louisianais." It touches on the importance of respecting and incorporating regional variations in the teaching of French. He has been working on this project with Francine Lonheim and Amanda Lafleur and presented his findings at a conference in Paris before the pandemic hit. Following Barry's talk in the morning, we will sponsor a series of afternoon workshops, many of which were originally scheduled for Trois-Rivières. Randa Duvick, professor of French at Valparaiso University, and I will hold a workshop to familiarize participants with the new French Standards document recently submitted to the National Standards Collaborative for publication. Catherine Ousselin will give a presentation on the six fundamental principles of ACTFL in designing lessons, Janel Paquin will present on *Le Petit Prince*, and Joyce Beckwith and Dolliann Hurtig will give a presentation on French and Francophone cinema.

Sessions on the other days will represent the diverse population of our French teachers' community. Participants will be able to attend sessions on Cajun cuisine and music, teaching for diversity, online learning, mindfulness in teaching, strategies for student engagement, and ways to incorporate literature into communicative teaching. Many commissions will have sessions as well. Of course, we will offer our popular French *dictée* activity hosted by our former AATF president Catherine Daniélou.

Convention participants will also be able to enjoy sightseeing and the wonderful hotel, the Hotel Monteleone, located on Royal Street in the heart of the French Quarter. It is one of the last great family-owned and operated hotels in New Orleans. Founded in 1886 by Antonio Monteleone, this hotel has been run by five generations of the Monteleone family. Many literary elites such as Ernest Hemingway, Truman Capote, Anne Rice, John Grisham, and Stephen Ambrose have stayed there. The hotel has also been featured in a number of films and in many TV shows. When Jayne Abrate and I visited the hotel in the fall of 2019 we were very impressed with the exterior architecture, the beautiful lobby, the ballroom, and the meeting rooms. We are very excited to hold our convention here.

We hope to offer walking tours around the French Quarter and sponsor visits to local museums. We will also provide a list of highly recommended restaurants that serve French and creole dishes.

During our Awards Banquet on July 21 we will honor many outstanding French teachers for their contributions to the French-speaking community. We will present the Dorothy Ludwig Excellence in Teaching Awards to a teacher from elementary, middle school, high school, and university levels. We will also present the Rebecca and Jean-Paul Valette Legacy Award to a member whose program has shown significant growth over the past 3-5 years. An outstanding administrator who has supported French in his or her school will receive the Concordia Language Villages Outstanding Administrator Award. We will also honor an outstanding chapter officer.

« LAISSEZ LES BONS TEMPS ROULER: EXPLOREZ LA DIVERSITÉ DU MONDE FRANCOPHONE »

As you can see, we have great plans for our convention in July and are hopeful the convention will be able to take place. Our Executive Council will make this difficult decision in early May. If we decide to cancel, we will provide a virtual convention for our members. Please read all emails from the AATF and keep watching our website for more information. Feel free to contact me if you have any questions.

Anne Jensen, President
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DES AMÉRICAINS À BORDEAUX: MÉMOIRE VIVE

Bordeaux et les États-Unis d'Amérique entretiennent des liens de longues dates. En effet, les Bordelais ont accueilli les Américains à bras ouverts plusieurs fois au cours de leur histoire. Thomas Jefferson y a créé le premier consulat en Europe (il était amateur de vin), et La Fayette est parti du «port de la lune» pour entamer son premier voyage outre atlantique.

En 1917, les Américains débarquent à Bordeaux et construisent des bases militaires, aujourd'hui démantelées: des centaines de milliers de Sammies soutiennent les civils par le biais d'associations humanitaires. Une histoire à rappeler car cette présence américaine a profondément enrichi la société française, notamment en ce qui concerne la culture par le sport, la gestion des victimes de guerre et le jazz.

Si Bordeaux devient un temps la capitale de la France, au moment de la «débâcle» en 1940, c'est dans le Médoc que la mémoire de la Seconde guerre mondiale est la plus vive. Située au nord de Bordeaux, cette région a revêtu une importance considérable pour les Nazis: c'est là qu'ils se sont installés pour construire le «Mur de l'Atlantique» pour empêcher que les Alliés ne débarquent, comme ils l'avaient fait en 1917. Les Allemands arrivent à Soulac-sur-Mer le 25 juin 1940 et bâtissent au nord de cette ville une véritable forteresse composée de pas moins de 350 bunkers, entre 1941 et 1943, non sans l'aide des entreprises locales. Bordeaux et sa région étaient en zone occupée. Chaque bunker (les Français utilisent le mot allemand «blockhaus») a son utilité; on trouve des arsenaux, des quartiers généraux, des logements, des cuisines, des salles de sport, de détente et un cinéma.

Après la guerre, cette forteresse a été abandonnée et a peu à peu disparu du paysage et des esprits, sous l'effet du temps et de l'érosion de la côte. Mais fallait-il qu'elle tombe dans l'oubli? Certainement pas! Jean-Paul Lescorce, un Soulacais marqué dans son enfance par l'occupation allemande et historien autodidacte, va la désensabler de ses propres mains. Un travail de titan pour un homme qui raconte aujourd'hui encore avec précision, intelligence et humanité ce qu'a été cette forteresse des Arros.

Les touristes français et étrangers, les écoliers de la région visitent la «Batterie des Arros» avec Jean-Paul Lescorce. Grâce à lui, nous mesurons le poids du Nazisme et nous nous rappelons ce que des femmes et hommes comme vous et moi ont vécu. Garder en mémoire ces faits nous permet peut-être d'être plus vigilants face à des situations politiques et sociales qui pourraient nous mener à un nouveau désastre. À ce titre, l'amitié franco-allemande agit beaucoup en finançant des programmes éducatifs interculturels qui éclairent les citoyens européens de demain. Ainsi, de nombreuses associations culturelles en Gironde nous permettent de faire ce que nous appelons en France notre «devoir de mémoire».

- **Virginie Cabot**
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  https://www.langueetterroirs.com/decouvrir-la-campagne-bordelaise

Quelques références pour vous documenter sur la présence américaine à Bordeaux et dans sa région:

Sur Thomas Jefferson et La Fayette
http://www.aqui.fr/societes/relations-franco-bordelo-amercaines-une-plaque-dediee-a-thomas-jefferson-est-inauguree-en-meme-temps-que-les-nouveaux-locaux-du-consulat-des-etats-unis,2822.html

https://dico-du-vin.com/jefferson-thomas-troisieme-president-des-etats-unis/

Sur le débarquement des Américains en Gironde en 1917:

https://www.sudouest.fr/2017/10/17/1917-que-reste-t-il-du-premier-debarquement-americain-en-gironde-3870319-10275.php

https://habitantslieuxmemoires.surlaridroite.fr/articles/les-americains-a-bassens-1917-1919.html

Sur le Fort des Arros:

https://www.sudouest.fr/2011/10/14/decouverte-historique-au-fort-des-arros-526189-2955.php#:~:text=Ils%20%C3%A9taient%20alors%20161%20bunkers,par%203%20800%20soldats%20allemands.

Des familles de prisonniers de guerre allemands lancent un appel à témoignage:

https://www.sudouest.fr/2018/10/16/les-familles-de-soldats-allemands-veulent-savoir-5483949-2964.php

AATF WEBINARS

L'AATF continuera avec sa série de webinaires. Parmi les sujets proposés sont la Francophonie aux États-Unis, l'Afrique francophone, la diversité dans les cours de français, les normes nationales et autres. Si vous avez un sujet à proposer, n'hésitez pas à nous le faire savoir à ***aatf@frenchteachers.org***. La plupart des présentations sont en français si possible. Vous pourrez trouver le calendrier à ***https://frenchteachers.org/resources/web-based-activities/*** ainsi qu'un lien vers les documents et enregistrements des webinaires précédents. Soyez attentifs aux méls que nous enverrons avec plus de détails.

Volume 46 • Number 4 • April 2021

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chères et Chers Collègues,

Difficile à croire que cela fait plus d'un an que nos vies ont été bouleversées par la pandémie. On n'arrête pas de se dire que dans quelques semaines tout ira mieux, puis dans quelques mois, puis le semestre prochain, puis l'année prochaine. Mais maintenant on peut oser envisager des projets de visites, de voyages, de reprise d'activités suspendues.

CONGRÈS

Nous espérons pouvoir tenir le congrès annuel, prévu du 18 au 22 juillet à la Nouvelle-Orléans, en personne, et nous continuons les préparatifs en vue de cet objectif. Pourtant, nous savons tous l'incertitude des prédictions. Donc nous réfléchissons dans toutes les décisions prises comment on pourrait virtualiser les différents événements du congrès. Une décision définitive sera prise au début du mois de mai. Plus de 120 personnes ont proposé des sessions et ateliers sur une large gamme de sujets culturels, littéraires et pédagogiques. Notre équipe cherche les meilleurs moyens de mettre tout ce savoir à la portée des membres de l'AATF. Quel que soit le lieu du congrès, nous vous invitons à venir faire partie de la communauté des professeurs de français.

FORMATIONS

Nous continuons à organiser des webinaires sur des sujets d'actualité et de mettre en valeur la créativité et l'inspiration des membres. Les enregistrements de tous les webinaires organisés depuis un an se trouvent sur notre site YouTube (https://www.youtube.com/AATFrench). Dans les mois à venir nous allons mettre en route une plateforme de partage d'informations et d'idées utiles et testées dans la salle de classe.

Vous pouvez trouver des documents et enregistrements de tous les webinaires AATF à https://www.frenchteachers.org/resources/web-based-activities/. Soyez attentifs aux méls que vous recevrez contenant des renseignements sur la programmation que vous pourrez trouver éventuellement en suivant ce lien.

ADVOCACY

Au delà des dangers pour notre santé, nos défis de 2020 étaient d'ordre professionnel et psychologique, mais cela ne veut pas dire que les soucis concernant la continuation des programmes de français aient disparus. Au contraire. Comme tout le reste, les défis auxquels les professeurs de français doivent faire face pour défendre leurs programmes ont peut-être changé mais sont toujours réels. Depuis des années, l'AATF développe des ressources et des stratégies pour vous aider dans vos efforts de défense et de promotion de votre programme. L'*Advocacy Resource Bank*, l'*Advocacy Depot* et la page Facebook sont là pour vous inspirer et vous soutenir. Une nouvelle publication, *Strategic Advocacy for the French Language in the U.S.*, a vu le jour en 2021 (voir notre boutique). Ce document présente des articles qui offrent des données courantes utiles et des analyses d'expériences vécues.

RÉCOMPENSES

Cette année, n'oubliez pas de récompenser votre meilleur(e) élève ou étudiant(e) avec un *Outstanding Senior in French Award*. Il y aussi des *Excellence in French Awards* que vous pouvez attribuer à d'autres élèves méritant à tous les niveaux. En 2020 nous avons également créé des certificats avec trois messages différents pour honorer, par exemple, un élève enthousiaste, un qui finit ses études ou bien un qui est particulièrement dévoué. Vous pouvez les commander pour un nombre illimité d'élèves. Nous avons également une variété d'articles que vous pourrez utiliser pour constituer un sac cadeau (voir page 19). D'autres élèves ont déjà été récompensés dans les diverses compétitions organisées par l'AATF.

FRENCH REVIEW

À partir de mars 2021 la *French Review* sera publiée électroniquement dans la collection de Project Muse de Johns Hopkins University Press. Tous les membres auront accès à la version numérique. Si vous voulez continuer à recevoir une copie papier du journal, il y aura des frais supplémentaires pour couvrir les envois. Le code d'accès est votre numéro de membre, envoyé dans plusieurs messages, que vous entrerez ici: https://frenchteachers.org/french-review/

« ...QUE L'AATF SOIT L'ENDROIT OÙ LES ENSEIGNANTS PEUVENT TROUVER SOUTIEN, CONSEILS ET INSPIRATION. »

De nombreux collègues sont isolés, le seul professeur de français dans leur établissement, et n'ont que rarement l'occasion de voyager dans des pays francophones. De nos jours, les communautés sont virtuelles aussi bien que réelles, et les demandes professionnelles et personnelles sur les professeurs de français ne cessent d'augmenter. Nous voulons que l'AATF continue à être l'endroit où enseignants à tous les niveaux et de tout âge peuvent trouver soutien, conseils et inspiration.

Jayne Abrate
Secrétaire générale
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AN AATF LOVE STORY

His:

During the first week of November 1975, I was debating—with myself—whether I should attend the annual AATF conference in New Orleans, scheduled for 27-29 December. There were several factors that made me think that I would be better off staying in Massachusetts during the holiday season. The temptation of attending, however, was strong and was like that proverbial box of chocolates, as you never know what you're going to get for the effort. In addition, I focus on the positive; my glass seemed more than half-full about taking such a trip. Then, one day, late in November, I woke up and decided once and for all that I would attend the conference. It would be a wonderful way to see old colleagues, and in a city which I really wanted to visit. Within a day, I signed up, sent in my registration papers, and bought my round-trip airline-tickets from Boston to New Orleans. Something inside my cranial recesses told me presciently that I must go, indicating that I would have an earth-shaking, life-changing experience, and that's the honest truth.

Upon arriving in New Orleans, I went directly to the YMCA which cost me for the week one night's stay at the elegant Fairmont Hotel, the locale of the conference. In any event, the distance between the two was minimal, and proved to be satisfactory for the period of the Conference.

The Fairmont was truly opulent. I soon saw old friends and colleagues, and quickly made new ones. I faithfully attended many meetings and, at each one, I saw a young lady who attracted my attention. The only difficulty was that she enigmatically was at the opposite side of the room or hall each time and, when I tried to approach her, she disappeared totally from view. I became fascinated with her, and just had to meet her.

Interesting was the fact that this smiling, winsome lady was always surrounded by a group of colleagues who actually disappeared from the extremely crowded rooms or halls when she did. Not totally discouraged, I attended the very last meeting of the Conference, looked around, hoped and prayed, but she was no where in sight. The meeting commenced, and I took a seat in the back. Fortuitously, there was an empty seat next to me, just in case!

About ten minutes into the meeting, someone entered and, lo and behold, it was miraculously the young lady who had attracted me. I was thoroughly delighted, stood up, pointed to the empty seat, and invited her to sit next to me. Cindy and I started to chat ever so quietly; however, the people around us were not particularly pleased, so we started to write notes to each other en français. I asked her to have dinner with me, but she had already bought a ticket for the AATF banquet; therefore, we agreed to see each other during the cocktail hour preceding the banquet.

We attended the cocktail hour, and the elegant banquet as Cindy just happened to have an extra ticket. We listened intently to Rene Haby, the French minister of Education and after, took a romantic walk along Canal Street. We discovered that we had so much in common, more than I could ever possibly imagine. I must admit that I knew that evening that Cindy would be my wife.

Six months later, on 20 June 1976, we were married. Some 45 years, three Francophone sons and six grandsons later, we still give full credit—and are forever grateful--to the AATF for our historical and monumental meeting. Every time, we think of the 1975 AATF Conference in New Orleans, we truly rejoice, which proves there are several great benefits, indeed, to attend such a superlative event. Deo volente, we will be once again in New Orleans this summer to celebrate. As proud and loyal AATF honorary, life members, we both hope to see you all there.

Hers:

I attended the AATF Conference in New Orleans in December 1975, happy to be able to see many colleagues who were with me the past summer in Grenoble, France. Little did I know that I would meet a French professor who would eventually become my husband.

It was a busy three days with many meetings to attend and colleagues to meet. At the last major session in the large ballroom, I arrived late, so I sat in the back next to a man who pointed to a seat and seemed very delighted to see me. We started speaking, but then wrote notes to each other en français. I invited him to join me at the banquet where there just happened to be one empty seat at my table.

The next morning, I said goodbye to Mel, not thinking I would ever see him again. (He obviously had other ideas.) Little did I know then that six months later we would be married!

- **Mel B. Yoken,** Ph.D. & **Cynthia S. Yoken**
  Chancellor Professor Emeritus of French Language and Literature
  University of Massachusetts Dartmouth

CHANGES TO THE *FRENCH REVIEW*

Starting with the current issue, the *French Review* will be published digitally through Project Muse at Johns Hopkins University Press. All AATF members will have access to this digital archives of the *French Review*. If you would like to continue to receive a hard copy of the journal, there is a $20 charge to help defray postage costs. Contact *aatf@frenchteachers.org* for more information on receiving a hard copy.

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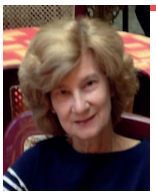

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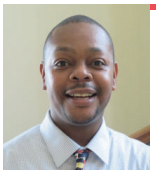

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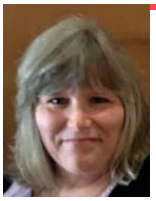

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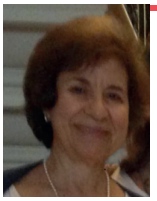

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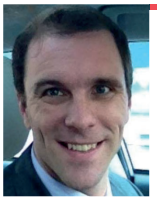

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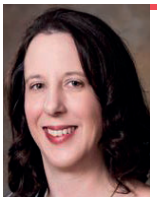

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VOYAGES ET TRANSITION ÉCOLOGIQUE

Le 21 novembre 2019, un jour avant la sortie de son nouvel album *Everyday Life*, le célèbre groupe de rock alternatif Coldplay annonçait qu'à l'exception de deux concerts en Jordanie, sa tournée de lancement était suspendue. Alors que l'album *A Head Full of Dreams Kaleidoscope* les avait amenés sur cinq continents avec un total de 122 concerts, la question de l'impact sur l'environnement de ce genre de tournée mondiale avec leurs voyages et d'énormes concerts s'est donc posée pour Coldplay. Coldplay, défendant toujours l'équité sociale, se donnait ce jour-là pour but de réduire son empreinte carbone avec un tour neutre en carbone et sans utilisation de plastique. Sans qu'il n'y ait nécessairement un lien direct, huit mois plus tard, dans la chaleur de l'été et surtout en pleine pandémie, *Oprah Magazine* titrait "Traveling Lighter," avec un encart de sept pages sur les voyages, leur durabilité, l'impact du tourisme sur l'environnement, la neutralité carbone et la signification à accorder à nos envies d'escapades. Le sous-titre résume bien à lui seul les dilemmes: « Life as we know it has changed. For those of us eager to see the world and make it a better place, it's time not to rebook our trips, but to reimagine them altogether» (67).

Il est impossible de savoir aujourd'hui si notre monde et nos vies ont vraiment changé de façon indélébile. Mais il faut reconnaître qu'en elle-même et de par sa propagation mondiale la pandémie de Covid-19 que nous vivons force une interrogation sur la globalisation. De plus, la question écologique à laquelle sont liées la pandémie et les questions sanitaires nous invitent également à la réflexion. La pandémie de Covid-19 est une immense tragédie, à l'échelle humaine, économique, sociale, ceci n'est pas à minimiser. Mais sans nul doute l'immobilité où le virus a plongé nous force également à réfléchir à tout ce à quoi beaucoup d'entre nous ont dû renoncer, nous qui enseignons le français: voyages d'études avec nos étudiants, voyages personnels, voyages de recherches, conférence au Québec (celle de l'AATF par exemple). Nous savons que les voyages à l'étranger dynamisent nos programmes et encouragent nos élèves à poursuivre leur étude de la langue. Ils changent des vies. Leur impact est énorme. Les conséquences de cette pandémie sur les programmes de langue se feront très certainement sentir.

Sans pour autant, tout comme celle de notre responsabilité sociale, la question de l'impact environnemental des moyens de transports et de nos voyages n'est pas nouvelle. Nos étudiants s'y intéressent souvent, prenant à cœur la transition écologique. Le tourisme de masse est sur la sellette depuis un bon moment, puisque les transports et le déplacement mais aussi les séjours affectent l'environnement, surtout quand ils se font en masse. *Le Monde* écrit: "Ces dernières années, les cris d'alerte se sont multipliés pour dénoncer l'empreinte écologique des transports ou encore les méfaits du tourisme de masse, qui met sous tension les ressources, déséquilibre les écosystèmes locaux, met en péril les sites naturels et patrimoniaux, contribue au déplacement des populations et engendre de nombreux désagréments dans la vie quotidienne des résidents." Au rang des accusés se trouvent les avions et la pollution qu'ils génèrent avec leur rejets de gaz à effet de serre et leur consommation d'énergie fossile, la multiplication des voyages de weekend en Europe (souvent le fait de jeunes professionnels), l'utilisation de la voiture en été, Airbnb et son impact sur les centres-villes (comme à Paris ou à Barcelone), la consommation d'eau des hôtels, l'impact de l'amarrage de gigantesques paquebots de croisière (comme à Venise), et d'autres maux encore, tout en sachant bien que l'industrie touristique est une manne et a un poids économique énorme pour la plupart des pays européens. D'où un intérêt renouvelé pour ce qu'on appelle le tourisme durable, plus respectueux de l'environnement et moins néfaste.

Depuis déjà quelques années, les universités au travers du monde s'engagent sur le terrain de l'environnement et dans des démarches de développement durable. L'Université de Lille écrit: "Pour réduire son impact carbone, l'université s'engage sur tous les fronts: politique patrimoniale durable, performante et innovante, sobriété énergétique, développement de la mobilité douce, télétravail." À Québec, l'Université Laval fait de l'action climatique un des volets de son développement durable: "En plus d'être carboneutre, l'Université encourage sa communauté à agir pour atténuer son empreinte climatique. Elle soutient des projets qui contribuent à

Volume 46 • Number 4 • April 2021

la recherche en matière de lutte contre les changements climatiques et à la transition vers une société sobre en carbone." Or, ces universités s'attachent aussi à équilibrer leur empreinte carbone et à encourager à leurs étudiants dans cette direction. Aux États-Unis de plus en plus d'institutions universitaires essaient de parvenir à une neutralité carbone. L'association Second Nature en donne la liste et travaille aussi en partenariat avec la coalition UC3 (University Climate Change Coalition) d'universités engagées dans la recherche et déterminées à agir sur la question du climat et du réchauffement climatique.

Cela concerne également les programmes de "Study Abroad." De son côté, Virginia Commonwealth University donne la possibilité à ses élèves de compenser les effets du gaz carbonique émis lors de leurs voyages, de réduire leur empreinte carbone. Kent State University et University of Denver font de même. Cet engagement n'est peut-être pas encore le fait de toutes les universités d'Amérique du nord, mais il n'est pas nouveau. D'autres institutions s'intéressent plutôt au sujet du développement durable, sans nécessairement s'inquiéter de l'impact écologique direct de l'expérience. University of Minnesota offre notamment un programme à Anger intitulé "About France: Sustainable Food Systems from Farm to Fork."

Aujourd'hui la question générale des voyages et de la transition écologique est complexe, qu'elle fasse référence à notre impact écologique, aux systèmes économiques de nos sociétés, à la santé publique globale, à la question de compréhension entre cultures et êtres humains, ou à nos vies personnelles. En tant qu'enseignantes et enseignants il est important, même crucial, d'y réfléchir.

Devons-nous repenser notre façon de voyager avec nos élèves? Quelle est la place du tourisme de masse dans notre concept des "Study Abroad programs"? Faut-il repenser notre rapport à l'environnement, dans le contexte de notre mission éducative? Doit-on réinterroger nos besoins, nos buts et notre mode de vie d'enseignement? Doit-on imaginer d'autres formes de voyage avec nos élèves? Notre conscience exige-t-elle de guider les étudiants et les étudiantes dans leurs choix lorsqu'ils ont du temps libre et se trouvent en Europe, par exemple? Nos classes comportent probablement à la fois des climato-sceptiques et des défenseurs ardus de la transition écologique, faut-il donc aborder ces sujets? Dans un futur proche, doit-on éviter les grandes agglomérations pour des raisons de santé publique? La transition écologique passe par des choix concrets; est-il donc de notre responsabilité de réduire notre empreinte carbone collective et d'aider les élèves qui y tiennent à cœur? Ces questions peut difficilement être ignorées aujourd'hui.

Cet article soulève donc la question des voyages d'étude dans un contexte à complexité multiple: transition écologique, pandémie, impact individuel et collectif, jeunes générations, expériences et leurs significations à transmettre, programmes de langue. Dans ce cadre, voici quelques directions pratiques à explorer ou sur lesquelles réfléchir tout en reconnaissant que les voyages, l'ouverture aux autres, et le dialogue entre cultures sont aussi notre raison d'être et la moelle de nos valeurs.

VOCABULAIRE UTILE

urgence climatique	climate emergency
les changements climatiques	climate change
le réchauffement climatique	global warming
la durabilité	sustainability
le bilan carbone	carbon balance
neutralité carbone	carbon neutrality
carboneutre	carbon neutral
une empreinte carbone	carbon footprint
réduire notre empreinte carbone	reduce our carbon footprint
compensation des émissions de carbone	carbon offsetting
gaz carbonique ou dioxyde de carbone	carbon dioxide CO^2
zéro déchet	zero waste
les énergies fossiles	fossil fuels / fossil energy
biocarburant	biofuel
lun ou une climato-sceptique	climate skeptic
	climate change denier
le tourisme durable	sustainable travel

EMPREINTE ÉCOLOGIQUE, EMPREINTE CARBONE

Jérémie Pichon explique dans son livre *Famille en transition écologique* que "notre mode de vie sur-consommateur est un immense iceberg dont les impacts environnementaux, sociaux et économiques sont cachés" (22) en montrant que les déchets se divisent en déchets visibles et déchets invisibles (gaz ou CO^2 mais aussi ressources consommées). Notre empreinte carbone est invisible et elle "correspond à l'ensemble des émissions de CO^2 liées à notre consommation directe de produits (et services)." On comprend donc que chaque geste de notre vie a un impact sur l'environnement qui nous entoure. D'où l'idée de faire des bilans carbone, de changer nos habitudes de consommation et de restreindre notre empreinte carbone afin de parvenir à un équilibre qui n'est pas néfaste pour la planète. Pour nous, d'un point de vue pratique, mitiger notre impact peut se faire (1) en favorisant les vols directs; (2) en choisissant des compagnies d'aviation qui utilisent des biocarburants ou qui elles-mêmes tentent d'atteindre une neutralité carbone (Delta Airlines, par exemple, sans faire de publicité); (3) en prenant toujours les transports en commun ou un vélo dans notre pays de destination; (4) en participant à des programmes de compensation carbone. Je vous encourage à consulter les choix que Virginia Commonwealth University offre dans ce contexte. Le University of Denver Tree Project est également remarquable. Enfin, il existe un marché carbone et l'achat de crédits carbone vous achète en quelque sorte une bonne conscience. Le fait d'acheter des crédits carbone nous donne aussi, à nous citoyens particuliers, la possibilité de compenser nos émissions de CO^2 et autres gaz. Grâce à l'achat de crédit carbone nous pouvons alléger votre empreinte carbone. L'achat subventionne en général des ONG et leur travail sur l'environnement. C'est ce que l'on appelle en anglais le "carbon offsetting."

LES VOYAGES DE WEEK-END

Le proverbe est célèbre, "Les voyages forment la jeunesse." Pour bien des étudiants américains aisés qui passent un semestre à l'étranger, les week-ends sont l'occasion de voyager aux quatre coins de l'Europe entre amis, afin de voir le maximum de sites. Ce genre de voyages favorisent peu la pratique de la langue, et peuvent poser des problèmes liés à la sécurité des étudiants. Certains programmes à l'étranger profitent même de ces tendances pour offrir des séjours en Europe ou le groupe change de pays chaque semaine.

(continué à la page 17)

2020 NATIONAL FRENCH WEEK MEDIA CONTEST WINNERS

2020 was the contest's 9th year, and the participation rate continues to soar! In 2020, we had 102 entries in two divisions. This year's theme was "Tout est possible avec le français." ***Félicitations aux gagnants et à leurs professeurs. Merci à tous les élèves qui ont participé!***

INTERMEDIATE DIVISION

Place	Students	Teacher	School
1st	Ali D.	Susan Sarrazin	St. Luke's School
1st	Zachary N-P.	Keith Grasmann	Pleasantville Middle School
1st	Charis C., Julia F., Ella G.	Ralitsa Zaharieva	Princeton Charter School
2nd	Sasha N., Brendan E., Ella K., Lexi P.	Samantha Spoerndle-Ezzo	Walsh Jesuit High School
2nd	Allison B., Sophia F., Madalyn R., Gabrielle R.	Samantha Spoerndle-Ezzo	Walsh Jesuit High School
2nd	Mackenzie C.	Isabelle Eisenberg	Sewanhaka High School

SECONDARY DIVISION

Place	Students	Teacher	School
1st	Sarah M.	Deidra Boucher	Masconomet Regional High School
1st	Sloane M., Eva M.	Deidra Boucher	Masconomet Regional High School
1st	Caroline B.	Deidra Boucher	Masconomet Regional High School
1st	Kristin A., Molly P., Hannah B., Ronny D., Simon G.	Jennifer McGonagle	Taylor Allderdice High School
2nd	Ryan D.	Jon Shee	St. Luke's School
2nd	Ashley H., Molly E.	Holly Crosely	Franklin High School
2nd	Gregory L., Julian S., Abigail K.	Christine Kehrley	Haddam-Killingworth High School
2nd	Ashley T., Carly H., Ava T., Grace H.	Gyselle North	Princeton High School
2nd	Caylee D., A.J. M.,Georgia B., Caisson B., Nicole B., Kierstyn T., Ashlyn S., Joen R., Kathryn M., SarahBeth W., Alexandra B., Caroline W.	Holly Pursely	Bayshore Christian School
2nd	Nicholas V., Alezia M., Andy L.	Gyselle North	Princeton High School
2nd	Daniel I., Federico I., Akshay A., Elliot K.	Gyselle North	Princeton High School

National French Week

DU 3 AU 9 NOVEMBRE 2021

Volume 46 • Number 4 • April 2021

IN MEMORIAM

With the death of Gladys Lipton, one of the foremost authorities on the teaching and learning of FLES for over 50 years, our profession has lost one of its most formidable advocates. Not only did Gladys publish many books, including bilingual dictionaries in French, Spanish, and Italian, but also over 200 articles on the advantages of foreign language instruction in the elementary and middle schools. She also worked as a consultant with school districts across the country and in Europe and Asia.

French teachers will be forever grateful to Gladys for creating the National French Week (NFW) initiative in 1999 which she launched in Saint Louis during the AATF convention while she was serving as national president. A week in November was chosen as a celebration to make French more visible, not only in school settings but also in the community. In Gladys' words, "We all must become publicity hounds for French at every single opportunity. Advertize, publicize, and propagandize, so that everyone knows that French is a worthwhile and a vital area of study in today's political, scientific, and business world." Each day during NFW has a theme: cuisine, science, arts and crafts, music, dance, and more recently technology, traditions, and careers. For students there were poster, essay, and video contests which have been expanded to animation and trivia, with monetary prizes awarded at each level of study.

A few weeks before arriving in Saint Louis, I received a phone call from Gladys reviewing her plans for introducing NFW. "You're in charge to announce it at the opening session," she said, "so give it all the hype you can." No one every said no to Gladys! I contacted several other Regional Reps, wrote a cheer *à la* "Rah! Rah! Sis! Boom! Bah!" and packed some "pom poms" in my suitcase. NFW was off and running, and we followed up with a session appropriately titled "Pop! Bang! Bells and Whistles! Let's Plan for NFW!" Twenty-one years later, National French Week continues to be a positive and successful event for French teachers.

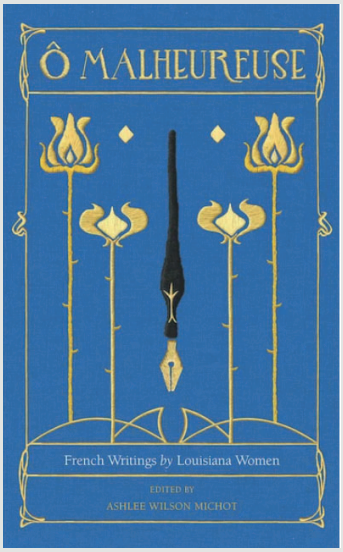
For her efforts promoting the French language and Francophone cultures, Gladys received the highest rank of Commander in the Order of the French Academic Palms from the Ministry of Education in Paris, as well as a medal from the French Renaissance Society. When she finally retired, Gladys turned to art, creating over 600 abstract paintings which were exhibited in 18 solo shows in Washington, D.C.

Approaching her 95th birthday, Gladys was asked how she was coping. She replied: "Wake up each day with curiosity and anticipation, participate in various activities, have interactions with people and follow your passion for something very close to your heart." What incredible and insightful advice from an icon. Not only did Gladys teach us to advocate, to believe in our power to change norms and traditions, but she also inspired us to live life to its fullest until the very end. *Adieu chère collègue.* May your memory be a blessing to all whose lives you touched.

Joyce Beckwith

AATF 2021 BOOK CLUB

Get ready for our journey to New Orleans by indulging in a book devoted to French Writings by Louisiana women entitled *Ô Malheureuse*. From songs, to poems and prose, this collection invites the reader to explore the Francophone world, the culture, the voices of contemporary women writers of Louisiana. During our convention, we will meet for a Book Talk and share our favorites. The book is available from the University of Louisiana Press (ulpress.org).



SALUT LES JEUNES!

HISTORY OF THE BEIGNET: MORE THAN FRIED DOUGH AND POWDERED SUGAR

As we've focused on all things New Orleans for *Salut Les Jeunes* this year, we would be remiss if we did not mention the *beignet*. How can we connect the *beignet* history to learning for our elementary students? It is in the numbers, the cultures, the geography, and the geometry. We will explore the timeline of the *beignet*, the cultures that influenced its history, the places the *beignet* traveled, and the shape of this delicious treat.

The word *beignet* first appeared in French dictionaries between 1860 and 1876. However, the first mention of the *beignet* can be traced all the way back to a culinary art book from Ancient Rome ("Origine du beignet" 2020). Yet some culinary historians trace the *beignet* back to Celtic culture because *bigne* means "to raise." Others connect it to the Spanish *sopapilla* because both are made from a *choux* pastry dough. One difference between the *sopapilla* and the *beignet* is the shape. *Beignets* are square, and *sopapillas* are triangular or circular. In French, the word *beignet* means fritter ("Beignets: Powdered Sugar Pillows" 2019). This word comes from the Latin *frigere*, meaning "to fry." The English word "fry" comes from the same Latin root ("How Did Fritters Get their Name? 2018). All cultures have a fried dough, and many cultures connect in New Orleans for their favorite fried dough: the *beignet* ("About Café du Monde" 2019). For almost 160 years, Café Du Monde in New Orleans has served *beignets*. These powdered sugar pillows were originally called French Doughnuts, but in 1958 the name changed to *beignet,* and in 1986 the *beignet* became Louisiana's official doughnut ("Beignets: Powdered Sugar Pillows" 2019).

The voyage of the *beignet* is similar to the journey of the French language to North America. In 1603, Pierre Dugua de Mons became the first governor of Acadia (known today as Nova Scotia). By 1755, the French Acadians refused to swear loyalty to British rule, and *Le Grand Dérangement* began. From 1765-1785, many Acadians made Louisiana their home and maintained their cultural customs, including the *beignet* ("Affaires acadiennes et francophonie" 2021).

Now, consider the location of Café Du Monde in the *Vieux Carré* of New Orleans. Prior to its opening in 1862, the Choctaw Indians used this space on the Mississippi River as their central trading post. The city of New Orleans was established at this location in 1718 by Jean-Baptiste Le Moyne de Bienville. Since New Orleans reflects French, Spanish, and British governance as well as African and Caribbean influences, the first French Market was established in 1771 by the Spanish. Today, the French Market includes seven different buildings and reflects the different cultures that live and work in the New Orleans community ("About Café Du Monde" 2019).

Have your students complete *un Journal du Beignet ou une Chronologie du Beignet* highlighting the events in the history and journey of the fried dough. Students could also create *Beignets par les Chiffres*, an infographic or *une Carte du Beignet*. For younger students, make a scrambled list of the years involved in the *beignet* history, and have students put the years in chronological order. Finally, if reading this article made you wish you could eat some *beignets*, you can order the mix from Café du Monde. *Bon apprentissage et bon appétit!*

- **Karen Campbell Kuebler**
  Chair, FiES Commission
  kkcdanser@verizon.net

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Volume 46 • Number 4 • April 2021

CHAPTER NEWS

SHF
SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the *Société Honoraire de Français* offers several benefits to a secondary French program. It provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a blue/white/red cord (or white cord) at graduation, and the right to wear the official emblem/pin of the honor society. The chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events. For general information, eligibilty, and other questions, you can contact Regina Symonds, SHF President at *symondsshf@gmail.com*; or Teacher Representatives Tracy Rucker at *trucker@louisvillecollegiate.org* or Kimberley Harter at *shfteacherrepmexico23@gmail.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* or from the AATF Web site at *https://www.frenchteachers.org/shf*.

AATF ARIZONA CHAPTER

Congratulations to Arizona Chapter officers Barbara Hull-Ottino (treasurer) and Helene Ossipov (president) who both retired in 2020. John Trenton and Esther Borbon are the new chapter treasurer and president.

AATF CONNECTICUT CHAPTER

The Connecticut Chapter welcomed teachers back to school with a series of targeted emails. One thread was a "Grab Bag of Ideas" featuring teaching tips, tricks, and resources.

Chapter President Jon Shee presented two sessions at the Connecticut Organization of Language Teachers (COLT) Virtual Fall Conference. One session was on "Tips and Tools for New (or New-ish) World Language Teachers," and the second, given in collaboration with Evan Downey and Liliana Amodeo, was based on creating projects for intermediate/advanced French and Spanish students.

The Connecticut Chapter also sent a special holiday gift via email to its members. To help with the selection of holiday wines, *membre du Comité Exécutif* Paul Kueffner and local *caviste* François Saudeau created an informative video which is an interesting discussion of wine pairing options for holiday meals, *tout en français*.

In lieu of a live concert/theater presentation this year, the Connecticut Chapter offered a virtual, live-streamed performance of *Molière than Thou* in March.

A brand-new event, "Les Olympiades Virtuelles," will debut April 28. This interactive celebration is designed to engage Connecticut French students in a variety of fun, challenging activities—all online—at a time when we need it most! From informal-yet-structured conversation groups to a quiz show and a variety of cultural and skills-based workshops, students will be busy from 9 a.m. to 1 p.m. (including breaks and time for lunch) via Zoom. There will be activities for three level distinctions: middle school, high school French 1 and 2, and high school 3 and above. *Membre du Comité Exécutif du Connecticut,* Melissa Tubbs, is heading up this project.

AMAZON SMILE

The AATF has 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.

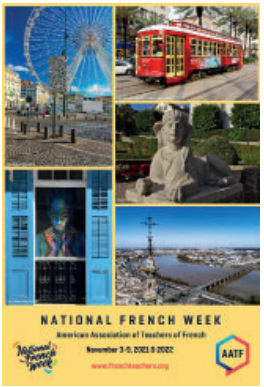
The AATF Executive Council made the decision to use any funds received through Amazon Smile to support the attendance of students planning to be French teachers at the annual convention. Thank you for your support in this endeavor!

CONTRIBUTE TO SCHOLARSHIP FUND

We invite AATF members and colleagues to contribute to a scholarship fund in honor of the late Jane Black Goepper, longtime editor of the AATF *National Bulletin*, who passed away in 2018. At the behest of her family, we are collecting money to be used for a scholarship in her memory. Jane was a true global citizen, world traveler, and teacher/mentor. Hopefully, the funds collected will allow others to start their global adventure. We currently have $2225 received or pledged. To contribute, go to [http://frenchteachers.org/hq/donate.htm] or send a check to AATF Goepper Scholarship Fund, 302 North Granite Street, Marion, IL 62959. Thank you for your support.

NATIONAL FRENCH WEEK MATERIALS

https://store.frenchteachers.org



1 BUMPER STICKERS

National French Week Bumper Stickers.

Price ▸ $1 each or 10 for $7.50

2 ▸ 2021 & 2022 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 ballons, pencils, buttons, bumper stickers, 10 NFW Posters

.

Member Price ▸ $35

Quantity

Total

Pencils: La Semaine du Français: du 3 au 9 novembre [5 for $1] _____ _____

Buttons: National French Week [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 [$2 each or 5 for $8] _____ _____

T-shirts [dark gray with logo design] _____ T-shirts x $12 _____ M ___ L ____ XL _____

_____ T-shirts x $12 ___ XXL _____

Total enclosed. _____

Name: _____ Phone: _____

Address: _____

City, State, Zip _____

Send this form with payment to AATF, 302 N. Granite St., Marion, IL 62959. Also available at [https://store.frenchteachers.org].

Volume 46 • Number 4 • April 2021

LINGUISTIC FUN FACT

When I think of New Orleans, the first thing that comes to mind for me is food. So, our current linguistic fun fact will center on the famous Muffaletta—the signature sandwich of New Orleans. First, what IS it? It's a round crusty bread, filled with layers of sliced provolone cheese, Genoa salami, Cappicola ham, and topped with olive salad (olives, pimentos, celery, garlic, cocktail onions, capers, oregano, parsley, olive oil, red wine vinegar, salt, and pepper). Central Grocery on Decatur Street in the French Quarter of New Orleans claims to be the originator of the sandwich. The original owner of the grocery store, Lupe Salvatore, an immigrant from Sicily, had dockworkers coming to his store each day to buy lunch provisions, but they would eat each item separately, while sitting precariously on barrels and crates. Salvatore suggested that it would be easier for them if he were to stuff all the items into the soft muffaletta loaf, even though this was not the custom in Sicily. Eventually, the name of the bread became the name of the sandwich that the dockworkers would request.

Linguistically, the word *muffaletta* comes from the Italian for little muffin (the diminutive of *muffola*), which was derived from the Middle French word *moufle*. Whether you think Salvatore invented the sandwich or it sprung up throughout the city in Italian groceries is up to you. Another French link is the *pan bagnat*, a sandwich popular in Nice, which is a round bread stuffed with tuna or anchovies, hard boiled eggs, and vegetables plus olive oil, sometimes vinegar and olives. When life is normal again, it would be fun to offer mini versions of these two sandwiches for tasting and comparing, wouldn't it? *Bon appétit, mes amis,* and I hope that I will be munching on one of these beauties this summer in New Orleans. *Laissez les bons temps rouler!*

- **Martha Behlow**
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FRENCH TEACHING JOBS! AATF NATIONAL JOB BOARD

- Are you moving? Looking for something new?
- Retiring? Don't let your program be cut due to the lack of a replacement!
- Check out the AATF's national job board: https://teacherrecruitment.frenchteachers.org/jobs/

It's free to post jobs and is a great resource for those who are moving, graduating, or looking to see what jobs are available.

Please share this valuable resource with your colleagues, friends, chapter, and anyone you know looking for a French teaching position.

WHAT'S NEW IN THE *FRENCH REVIEW*

(94.4 MAY 2021)

SPECIAL SECTION: L'ENTRE-DEUX-GUERRES

- Veiller: traces reverdyennes dans trois recueils d'Esther Tellermann (Prevots)
- Lorsque des intellectuels catholiques français dénoncent la "guerre sainte" franquiste (1936–1939) (Grégoire)
- L'éthique de la solidarité noire dans une traduction de Richard Wright par Aimé Césaire (Baillehache)
- La comédie musicale française de l'Entre-deux-guerres: un coup de marketing et le cas de Dédé (Fonseca Conboy)
- **SOCIETY AND CULTURE**
- Commensality in Renoir's *Le déjeuner des canotiers* and Maupassant's *Boule de Suif* (Thomas)
- **LINGUISTICS**
- La singularité quantificative du verbe dénombrer (Sánchez Cárdenas)
- **LITERATURE**
- Unnatural Disasters in the Autobiographical Narratives of Nathalie Sarraute and Marguerite Duras (Meyer)
- From Demonized Other to Idealized Other: Cannibalism in Maryse Condé's *Histoire de la femme cannibale* (Azariadis)
- Réseaux de vraisemblances généalogiques et narratives dans les romans français et historiques de Madame de La Fayette (Landry)
- Alexandre Dumas: des barricades à la naissance d'un écrivain engagé (Roxane Petit-Rasselle)
- **FOCUS ON THE CLASSROOM**
- Fast Track to French L2 Fluency: Mechanisms that Engage the Brain in Learning (Kupper)
- **INTERVIEW**
- Poetry as Hospitality? An Interview with Claude Mouchard and Mary Shaw (Bonin)
- **DOSSIER PÉDAGOGIQUE**
- *Les misérables* (2019) de Ladj Ly (Ravillon et Esposito) [on website]

WHAT'S YOUR ALIBI? AN INTERPERSONAL SPEAKING ACTIVITY FOR NOVICE HIGH AND ABOVE

I have done this alibi activity in class several times and managed to successfully do it over Zoom during remote classes this year.

Purpose

- practice past tenses in context (*passé composé*/imperfect)
- practice speaking spontaneously
- practice asking and answering questions

Preparation

Tell your class there was a robbery on campus. Give them a day and time frame for that robbery (Saturday 6-10 p.m.). Tell them the suspects are in your class, so everyone needs an alibi.

With a partner, students come up with their alibi assuming they were with their partner during the time frame. Students should plan as many details for their alibi as possible, thinking about who/what/when/where/how but also about follow-up questions the class could ask. I give them 20-30 minutes. They can take notes. I don't like to give them too many hints or too much time because it's more fun when there are some holes left in their alibi to be found. Pairs meet in breakout rooms if you are remote or in class if face to face.

The activity in action

Students being interviewed can't use their notes.

If remote: Put one partner in the waiting room while the class interviews the other partner. Then they switch places. If in class: one partner steps outside while the other is interviewed.

You can either have the students tell their alibi and then have the class ask follow-up questions or just move straight to questions. Students like to catch them on details. (If a student says they went to a restaurant, they will ask what they ordered and the cost. If they say they drove somewhere, they will ask the color of the car.)

The more questions kids ask, the more they get involved and make it fun.

After everyone has been interviewed, poll the class on the worst alibi: you have the robbers.

How long to expect? This will depend on the size of your class. Plan 3-5 minutes per interview. You can speed things up a lot by skipping straight to questions or just by setting a time limit or a set number of questions. It's nice if you can fit it into one period, but it can be spread across two days, if needed.

- **Kristina Argueta**
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DIVERSITY TASK FORCE UPDATE

The AATF Diversity Task Force is requesting that members submit learning scenarios on diversity that could be published on our AATF website or in a print publication. Please look through your lesson plans and unit plans to share what you already do to teach diversity in your classroom. Please submit your lesson plans to **Anne Jensen**, AATF president, at annejensen@frenchteachers.org

Use the following template:

- Performance range: novice, intermediate, advanced
- Targeted language learners: elementary, middle, high school, or university
- Instructional setting: traditional or online
- Essential question: What is the overarching question for this learning scenario?
- Targeted Standards: Communication, Culture, Comparisons, Connections, Communities (Which of these standards do you address?)
- Learn-Practice-Assess: Write a general description of approximately one paragraph explaining what is involved in this learning scenario.
- Interpretive mode: What authentic resources (reading and listening) do your students use in this scenario?
- Interpersonal mode: What activities involve students working orally with each other and in interactive writing?
- Presentational mode: What is the final oral or written project that students do to show what they have learned from this learning scenario?
- Culture: What cultural products, practices, and perspectives are emphasized in the learning scenario?
- Comparisons: What work do students do with language and cultural comparisons in this learning scenario?
- Connections: How does this learning scenario connect with other disciplines?
- Communities: How does this learning scenario create an awareness of the Francophone world or how does this learning scenario affect students as lifelong learners?

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.

(continué de la page 9)
Comment, donc, proposer des options moins "conventionnelles" mais par contre riches d'expériences vécues? Faut-il favoriser la possibilité du volontariat, des stages et d'expériences soient urbaines soit rurales privilégiant une sédentarisation riche en rencontres humaines? Vaut-il mieux choisir une ville éloignée des principaux axes ferroviaires? En somme, comment amener le concept du "Slow Travel" au voyage de Study Abroad? Nos collègues qui travaillent de près avec leurs programmes de Sister Cities ou ceux qui amènent leurs étudiants aux Antilles où il est difficile de s'échapper d'une île ou bien les accompagnent sur le chemin de Compostelle peuvent nous servir d'inspiration.

TOURISME, DÉCOUVERTE, EXPLORATION

Le tourisme scolaire et les séjours linguistiques sont souvent facilités par des tours opérateurs qui organisent des circuits et présentent des produits très attrayants, "clé en main." Le séjour linguistique se double donc en séjour de tourisme de masse, où l'on utilise des bus, invite les parents (qui ne parlent pas nécessairement la langue), et visite beaucoup de sites (les plus connus). Ils laissent peu de place à l'exploration au-delà des sentiers battus. Dès lors que le voyage devient une escapade touristique, l'impact est différent, voire peut-être plus important si l'on parle d'impact écologique.

THE GREEN PASSPORT (GP)—LE PASSEPORT VERT

À l'origine développé par la University of North Carolina at Chapel Hill, le GP est devenu une initiative de NAFSA (Association of International Educators). C'est une promesse d'engagement de la part des élèves. Ses objectifs sont de "(A) Educate and empower students about the environmental, socio-cultural and economic impacts of their study abroad experience; (B) Demonstrate to students how other cultures are dealing with today's sustainability issues; (C) Provide education abroad professionals the tools they need to implement sustainability practices into all aspects of their operations including their U.S.-based offices, program sites overseas, study abroad programs, and conferences; (D) Thereby, supporting local ecosystems, cultures and economies, and, ultimately, helping to create a more sustainable future." Saluons des universités comme l'University of Denver ou bien St. Mary's College of Maryland, qui ont adopté le GP, en l'adaptant à leurs besoins. Vous pouvez faire de même. Les engagements qu'ils proposent s'accordent parfaitement à notre enseignement et à nos valeurs.

- **Catherine Daniélou**
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Green Passport

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(continué à la page 21)

COMMISSION NEWS

COMMISSIONS

COMMISSION ON ADVOCACY

This has been a busy time for the Commission on Advocacy. In addition to responding to individual requests for assistance, Commission members have been working together through professional engagement to strengthen the conversation on advocacy.

Commission members have presented on advocacy throughout the year. Tennessee Bob and Kathy Stein-Smith presented at the AATF convention during the summer, and Sister Mary Helen Kashuba and Kathy presented at the DECTFL conference in the fall. In January, Bob, Jayne Abrate, Sister Mary Helen, and Kathy presented on French language advocacy at the MLA 2021 convention. Special thanks to AATF President and Commission member Anne Jensen for joining us in the discussion.

We are delighted that the Commission book project has been completed, with *Strategic Advocacy for the French Language in the U.S.* published by the AATF Press. Many thanks to all Commission members, past and present, and special thanks to Bob, Jayne, Karen Sorenson, Margot Steinhart, Randa Duvick, Eileen Walvoord, and the late Gladys Lipton for their contributions as chapter authors.

There is a new addition to the AATF French Advocacy Resource Bank, an updated version of sample letters that could be sent to district and school decision makers by advocates for an endangered program. This new resource includes specific arguments in support of the study of French as well as several one-paragraph models of just how those arguments might be phrased in a message of support. This is an adaptable resource that teachers faced with defending their programs can offer to their parent, community member, colleague, or student allies who are willing to help. This new resource (https://advocacy.frenchteachers.org/letters-of-advocacy) garnered a lot of attention when it was posted on the new Commission on Advocacy Facebook page. Members are invited to comment and post on the page to help make colleagues aware of resources that can help them advocate for endangered programs. We can also answer specific questions to direct you to resources that you might not know about.

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AATF MATERIALS CENTER

https://store.frenchteachers.org

1 ▸ FLEUR-DE-LYS MEDALLION

1-inch in diameter, with a laurel wreath border; back side can be engraved. Silver color. Can be used as a pendant or charm.

Member Price ▸ $7.50

2 ▸ LES ARMES DES PARIS MEDAL

Bronze-colored Armes de Paris Medal which may be awarded to outstanding students. The back side of the medal can be engraved.

Member Price ▸ $18

3 ▸ TROUSSE SCOLAIRE

Pencil case, pen, pencil, eraser, sharpener, ruler with imprints in French.

Member Price ▸ $4

4 ▸ AATF NOTEPAD/POST-ITS

Le Français en Amérique du Nord (1/2 sheet, 50 sheets per pad).

Member Price ▸ $2

5 ▸ ON EST LES MEILLEURS BUTTONS

Two-inch round buttons with National French Contest logo.

Member Price ▸ $0.75

6 ▸ AATF LANYARD

Gray lanyard with AATF imprinted.

.

Member Price ▸ $4

7 ▸ FORWARD WITH FRENCH PENS

Red pens imprinted with «Forward with French.»

Member Price ▸ $

8 ▸ WORLD SPEAKS FRENCH

AATF Bumper Stickers.

Price ▸ $1 each or 10 for $7.50

9 ▸ AATF TEE-SHIRTS

New AATF T-shirts (available in the fall): Sizes: M, L, XL, XXL.

Price ▸ $15

WARDO ET LÉLAN À L'ÉCOLE DE PILOTAGE: QUESTIONS PÉDAGOGIQUES

Si vous voulez travailler avec ce livre dans votre propre salle de classe, voici des questions possibles pour commencer. Vous pouvez obtenir l'activité complète en envoyant un courriel à **Janel Lafond-Paquin** (madamep51@hotmail.com). Les numéros entre parenthèses sont le nombre de phrases suggérées pour chaque essai.

1. Répondez aux questions suivantes en phrases complètes. (Chapitres 1–7)
   a. Comment s'appelle le huard?.....
   b. Le huard va sur le dos de qui?
   c. Qu'est-ce que Lélan préférait faire?
   d. Qu'est-ce que Wardo aimerait apprendre?
   e. Qui est-ce que Wardo vénérait?.
   f. Quel était le rêve de Wardo?
2. Répondez aux questions suivantes en phrases complètes. (Chapitres 8–13)
   a. Qu'est-ce qui ne suffit pas pour Wardo?
   b. Qu'est-ce qui ne suffit pas pour Lélan?
   c. Qu'est-ce que c'est "un looping"?
   d. Quel personnage légendaire avait réussi à faire "un looping"?
3. Quel mot ne va pas? Encerclez-le!

a.	ailes	patte	dépotoir	plumes
b.	île	baie	eau	lac
c.	décoller	chanter	atterrir	voler
d.	joie	bonheur	admiration	chagrin
e.	chant	tremolos	vitesse	vocalises
f.	huard	quenouilles	goéland	poisson
g.	maternelle	classe	nid	école
h.	père	fils	mère	voisin
i.	moule	ficelle	cerf-volant	corde

4. Pourquoi est-ce que Lélan ne trouve pas que c'est nécessaire d'être capable de chercher sa propre nourriture? (2)
5. Quelles trois choses n'aident pas Wardo à voler? (2)
6. Écrivez un résumé complet de l'histoire. (15+)
7. Utilisez le site storyjumper.com ou un site de votre choix pour faire un livre enfantin de votre résumé.
8. Faites un set de table (placemat) de l'histoire.
9. Chaque personne est unique au monde et "possède des capacités différentes". Quelles sont vos propres capacités? Pratiquez-vous un sport, avez-vous un passe-temps spécial, etc.? Expliquez bien! (15+)
10. Comparez Wardo et Lélan et faites une liste de toutes les ressemblances et différences que vous trouvez dans le texte. (6+ chaque) N'oubliez pas d'avoir une phrase d'intro!
11. Écrivez une continuation de l'histoire. (15+)
12. Wardo et Lélan rêvent d'être ce qu'ils ne sont pas. Quels sont vos rêves pour l'avenir? Utilisez le futur! (12+)
13. L'effort ou le rêve? Lequel est le plus important pour vous? Expliquez bien votre choix! (12+)
14. Lequel est le plus impressionnant, Wardo ou Lélan? Expliquez bien votre réponse! (15+)
15. Écrivez une lettre à l'auteur dans laquelle vous lui posez au moins trois questions. Dites-lui ce que vous avez aimé de son livre et ce que vous pensez du choix de ses personnages. Utilisez "vous" et "Madame" quand vous l'écrivez. (15+)
16. Wardo et Lélan aiment leur maîtresse de vol. Qui est votre prof préféré et pourquoi? Expliquez bien les raisons pour votre choix! (12+)
17. Quel oiseau préférez-vous, Wardo ou Lélan? Expliquez bien les raisons pour votre choix! (12+)

Volume 46 • Number 4 • April 2021

UPDATE ON THE AATF ANNUAL CONVENTION IN NEW ORLEANS

We hope to be able to hold our AATF annual convention, July 19-22, 2021, in person in New Orleans. With the theme of "Laissez les bons temps rouler: Explorer la diversité du monde francophone," we want to celebrate the French heritage of our most famous Francophone city.

More than 120 members have proposed sessions. Given the difficulty of planning, we have asked them to confirm both in person and/or virtual participation options. The Executive Council will make a final decision in early May, so watch the website and your email for updates.

We are exploring ways to virtualize all the usual activities that go along with the convention, including things like walking tours, a *dictée*, awards program, and cultural events. We already know all the different ways to do the program content!

This will be the fourth time the AATF has met in New Orleans (1976, 1990, 2014, 2021). We always strive to incorporate the local Francophone culture into the activities proposed to *congressistes*. We hope that you will plan to join us as we decompress from the last months and look forward to a more normal *avenir*..

(continué de la page 17)

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American Carbon Registry. <https://americancarbonregistry.org/>

THE CIRCLE OF *MERCI*

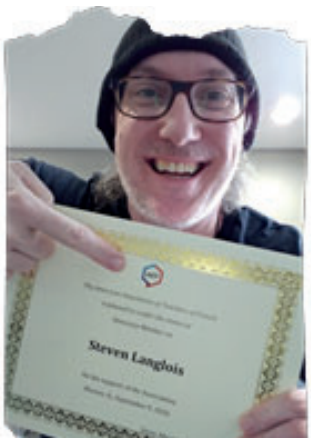
Merci is a perfect circle. Let me explain. Sometimes being a French teacher can be a thankless job. Late nights marking, creating engaging lessons, and time spent worrying about students' progress in class and in life. It's wearing. And where it rings most true is those times when you sit alone at the end of the day replaying the day's events. Yet, with berets on our heads and baguettes in our hands (not literally… well, maybe) we soldier on. And, on those most needed of days, a "merci" or "thank you" comes along from an appreciative student, colleague, or yes, even administration, that stokes the fire that keeps our croissants warm. I know. I've been doing this now spanning four decades.

If you haven't heard a *merci* lately, from the bottom of my heart, *MERCI*! Thank you for all that you do. Thank you for caring. Thank you for sharing. Thank you for daring to be a French teacher in 2021. My heart is filled with thanks for all my AATF colleagues and the AATF itself. My first experience with the AATF was at a summer conference in 1999. If you ever want to feel the tight and supportive circle of *merci*, I highly suggest attending an AATF conference. These gatherings of the world's largest French teacher organization are driven by its members and its executives that give so much of their time to provide support for their thousands of members.

My career as a "teacher-rockstar" has seen so many wonderful highs. And many of those moments have taken place while sharing concert or conference time with all of you. I have been a proud member of the AATF for decades, and now… I'm an honorary member. Recently, I was awarded this humbling honor from the AATF, and I can only point out the clear irony here: the AATF has always been an honorary member of my professional family, with countless number of friends and colleagues like Jayne Abrate, Catherine Ousselin, Megan Diercks, and so many more that inspire me to work harder to try to keep up with them. The impossible task.

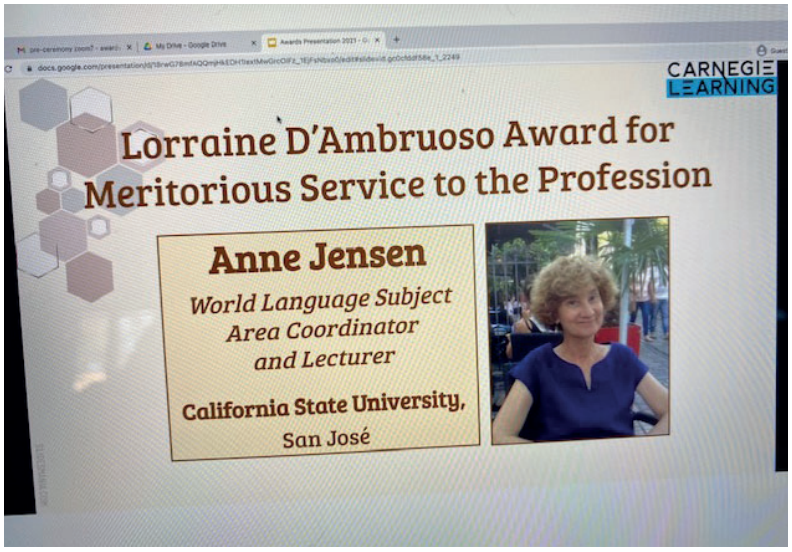
To all at the AATF, I circle back your *merci* with the biggest of *MERCIS*!

Steven Langlois
slanglois01@cogeco.ca



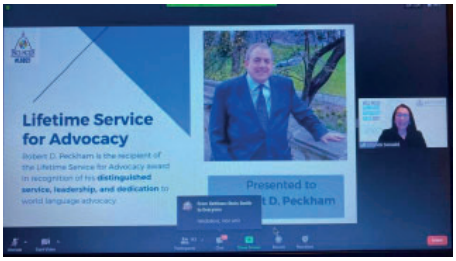
MEMBERS' NOTES

During a virtual ceremony, AATF President **Anne Jensen** received the Lorraine D'Ambruoso Meritorious Service to the Profession Award from the California Language Teachers Association (CLTA), given to teachers who have worked in the field of world language for many years and have promoted the study of world languages. Anne is the world language training coordinator at San Jose State University.



Dr. Robert Peckham, known with respect and affection as Tennessee Bob, received the 2021 Lifetime Service for Advocacy Award from the Joint National Committee on Languages (JNCL-NCLIS) during this year's virtual Delegate Assembly. Bob created and maintains the Commission on Advocacy webpages, http://www.utm.edu/staff/globeg/responder/home.shtml, http://www.utm.edu/staff/globeg/advofr.shtml, bringing together information and resources on advocacy.

Bob is the editor of an online yearly bibliography on the medieval poet François Villon. For only the second time since 1959, Villon has been chosen as the representative author for medieval French literature on the *concours d'agrégation* in France, and Bob's research has been cited among official study resources for the candidates. This year's *Bulletin de la Société François Villon* contains a section devoted to preparation for this year's *concours*.



ORDER AN AATF MEMBERSHIP ID CARD

What is lightweight, easy to obtain, and a must for the budget traveler? An AATF membership card! It is all of the above, and easily available to all our AATF members. Cards can be obtained for $1 along with your annual membership renewal or application. They can also be obtained by sending a self-addressed stamped envelope to National Headquarters.

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

The advantage of the AATF membership card is the fact that it is written in French and thus is understandable to all. Several years ago teachers received free entrance to major French museums such as the Louvre. This is no longer the case. However, some city and departmental museums as well as private museums will grant teacher discounts upon seeing the AATF membership card. I always ask whenever I visit any museum in France and hope for the best. Sometimes the policy is to grant full admission; oftentimes I am granted admission at a reduced price. Some bookstores in France also grant a 10% reduction to teachers upon seeing a card.

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

- **Ann Sunderland**
  AATF Past-President

AATF members can obtain an official AATF membership card by sending a SASE to: AATF Membership Card, 302 N. Granite St., Marion, IL 62959. Chapters can order cards in bulk for distribution to their members.

AATF **AMERICAN ASSOCIATION of TEACHERS of FRENCH**
Année _____

M., Mme/Mlle _____
est membre de l'Association Américaine de Professeurs de Français avec tous les privilèges et tous les droits qui s'y attachent.

Fait à Marion, Illinois, États-Unis d'Amérique le _____
pour servir et valoir ce que de droit.

La Secrétaire générale

Volume 46 • Number 4 • April 2021

ACADEMIC PRIZES: BRIDGE THE GAP

Are you looking for an exciting way to help bridge the high school-to-university gap for French students? Do you want a way to publicly recognize the top French students in your school, AATF chapter, or region? Annual academic prizes are great for this. The AATF Connecticut Chapter has been offering academic prizes for years, and here is how we do it.

Well over a decade ago, a budget was created for a prize that recognizes a top senior high school student of French in Connecticut. Over the years, the prize has evolved to a slate of two prizes that honor one junior and one senior. The names of the prizes were recently adjusted to add the names of two longtime members of the Connecticut Chapter's *Comité Exécutif* as a way of honoring their service:

- The AATF Connecticut Tom Betts Senior Prize
- The AATF Connecticut Alberta Conte Junior Prize

The dollar amount of the prize varies from year to year, based on the status of the chapter treasury. Usually the senior prize is $1000 and the junior prize is $500, but this has varied widely over time. For chapters or schools with modest budgets, prizes of $50 or $100 would be fine, of course; the goal is to recognize talent and encourage students to pursue their passion for French. Note: there are more complicated tax implications for using the term "scholarships," so we have chosen to call these awards "academic prizes."

At the start of each calendar year, word goes out electronically to let teachers know about the annual prizes and to encourage them to nominate students. Written applications are submitted digitally and are due in early March. Judges review them and choose finalists. Toward late March, finalists are invited to a live videoconference session with a panel of 3-4 judges with whom they have a conversation in French. The judges spend 10-15 minutes asking basic, open-ended questions to encourage the finalists to speak. Judges are deliberate about being friendly and encouraging in order to put the students at ease. After all finalists have completed videoconferences with the panel, the judges confer and choose a winner for each prize. The winners are then announced in early April.

The written application is designed to be easy, with as little bureaucratic red tape as possible. In order to make the process as quick and simple, no teacher recommendation letter is needed. In fact, students can submit the entire application on their own without any help from their French teacher. Applicants only must verify that their nominating teacher is an active member of the AATF (and the chapter), simply by asking them to confirm. As the application is entirely digital, submission is done either through Google Forms or Microsoft Word.

The written application includes short answer questions, descriptions of students' French-related study, travel, and extracurricular involvement, an original essay in French, an already-graded writing piece done in French class, and a copy of the high school transcript. One of the questions that specifically focuses on the bridge to university study is as follows: "Please tell us in a paragraph how you plan to continue your study of (and pursue your passion for) French beyond this year?" One example of an original essay topic is: "L'étude de la langue française vous a certainement marqué(e) de plusieurs façons. Décrivez comment quelques aspects de votre vie ont été affectés par votre expérience avec le français."

In order to best promote equity, applicants' personal information is only found on the first page of the application. Judges do not see this page of information, and thus cannot be not influenced by demographics, type of school, school name, teacher name, city, etc.

In non-Covid times, our chapter typically held a grand prize ceremony in May, during which these prizes are announced publicly, along with those for medal winners of *Le Grand Concours* and some other local recognitions.

Both prize recipients present a two-minute speech in French and English in which they discuss the importance of French in their lives. The senior and junior prizes' namesakes (Tom Betts and Alberta Conte) are invited to attend the prize ceremonies in person each year and are recognized publicly as well.

Please visit our website at www.aatfct.org/senior-prize to learn more and see our application models in detail. Please email any questions to Sandi Van Ausdal.

- **Sandi Van Ausdal**
  Chapter Vice-president
  svanausdal@gmail.com
- **Jon Shee**
  Chapter Président

AATF-*FÉDÉRATION DES ALLIANCES FRANÇAISES* PARTNERSHIP

The *Fédération des Alliances Françaises* is continuing its partnership with the AATF and invites AATF members to participate in their programming. Some programs are free for AATF members. Please view the list of offerings here:

https://afusa.org/featured-events/

2021 NATIONAL FRENCH WEEK CONTESTS

The theme for the contest in 2021 is "Venez découvrir le monde francophone/Come discover the Francophone World."

VIDEO/ANIMATION CONTEST

Deadline: Received by **December 20, 2021.**

Guidelines: The video/animation must relate to the contest theme. Minimum length 30 seconds. Maximum length: 2 minutes. No copyrighted figures (ie. Snoopy, Astérix) accepted. Videos with references to alcohol, drugs, or violence will not be accepted. Each entry must be the original work of a current French student or group of students whose teacher is an AATF member for 2021. See the guideline link for other specifications and restrictions.

To Submit: See National French Week link on the AATF website for instructions regarding format and where to upload the video/animation and to find a list of the suggested Web tools. The project must be viewable by the judges, but the projects should be marked "Unlisted" until the awards have been announced. For questions on Web tool or app usage, please contact Catherine Ousselin at [catherineku72@gmail.com]. For ideas on past submissions, visit the National French Week blog site at [http://nfwposter.blogspot.com/].

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

Judging Criteria: Visual impact, relevance to the theme, and originality. All videos become the property of the AATF and may be used in AATF publications or materials. All participants in the video competition will receive certificates. The winning videos will be posted on the AATF Web site. First, second, and third place winners of each division will receive prizes. Go to [www.frenchteachers.org/nfw/contests.htm] for complete instructions and to [http://nfwposter.blogspot.com/] to see past submissions.

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

FRANCOPHONE TRIVIA CONTEST

The fourth annual Francophone Trivia Contest held via Kahoot! will be organized in fall 2021 during National French Week, November 3-9. Any 1st grade- university student 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. The Kahoot! consists of 25 questions in English which cover various aspects of the Francophone world. The top scorers will advance to a Final Round, which will also be held via Kahoot!

The teacher of the top-scoring student will win a free AATF membership for 2022. Stay tuned in the fall for an announcement with the contest website & instructions

AATF OUTSTANDING STUDENT AWARDS

The AATF has established an Outstanding Senior in French Award and an Excellence in French Award. To qualify for the senior award, a student must (1) have maintained an "A" average in French; (2) have maintained a "B" average overall; (3) be in his or her senior year at a public or private secondary school or at a public or private college or university; (4) have demonstrated exceptional commitment to the study of French by participating in extracurricular activities related to French; (5) at the time of graduation, have completed at least three years of formal French study; and (6) be a non-native speaker of French.

AATF Excellence in French Awards can be made to any number of students at any level. There are no specific requirements beyond the teacher's recommendation.

Recipients of both awards will receive a certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the principal or dean. Outstanding Seniors will also be placed on the website Honor Roll. The registration fee for both awards is $25. For an additional $10, students can also receive amedal.

There is no deadline for either of these awards. The nomination form is posted on the website or can be made through the Online Store [https://store.frenchteachers.org].

Volume 46 • Number 4 • April 2021

À VOTRE AVIS...

A PLACE TO SHARE IDEAS, THOUGHTS AND PRACTICES

As a French teacher/Francophone/Francophile what don't you like, but you feel you should?

Corey Ramey (SC): J'aime pas du tout la littérature française.

Marianna Allen (PA): Le fromage fort, comme le camembert et le roquefort.

Diane Dillard Wilson (IL): I don't really like macarons. I find them a little too sweet for my taste.

Veronique Silverman (WA): Tous les fromages bleus. Edith Piaf et Céline Dion. La poutine.

Lisa Goodenough (MI): I'm afraid to try a lot of the *grande cuisine* classics: *cuisses de grenouille, canard, foie gras,* etc. I'm too American in the sense that I limit what parts of the cow I am willing to eat, and I avoid markets when they have *lapin* & other animals skinned and hanging.

Chantel Kushner (VA): Perrier.

Michelle Fournier (ME): I actually hate the Louvre. It's too big and impersonal. I much prefer smaller, more focused museums like Le musée Picasso.

Heather Way (CT): Croque monsieur/madame

Caron Morton (FL): Berets. Only old guys wear them, and when I try, either it falls off my head or I pull it down too far and look stupid.

Anna Cartwright (NY): I've never had any interest in visiting the Côte d'Azur. Beaches are overrated. I LOVE visiting Le Nord—especially Lille and Dunkerque.

Martha Cava (CT): Le Petit Prince. I have always HATED that book!

Alexandra Mariano (FL): I'm really not a fan of croissants and my students are always surprised. I also have an aversion to rosemary and lavender.

E. Nicole Meyer (GA): Poutine.

JAF

JEUNES AMIS DU FRANÇAIS

MIDDLE SCHOOL HONOR SOCIETY

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

The new society, called *Jeunes Amis du Français (JAF),* was approved by vote of the SHF sponsors. The *Jeunes Amis du Français* functions 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.

REGIONAL REPORTS

REGION VII: SOUTH CENTRAL

Despite COVID-19 restrictions for in-person events in 2020, Region VII held a variety of virtual events to connect teachers and students with French immersion activities, *Le Grand Concours,* and French cultural heritage events.

COLLABORATION WITH LOCAL WORLD LANGUAGE ORGANIZATIONS

In Nebraska, the *Alliance Française d'Omaha* surprised teachers in the fall with a generous gift of two free French-themed face coverings (masks) for every French teacher in the state. Designs included *La Tour Eiffel, Les cafés, les artistes, et les dessins typiquement français*.

The North Texas Chapter partnered with the *Alliance Française de Dallas* which offered to help host programs and promote French in classrooms. Virtual events included a French trivia night, a live "Paint with an Artist," and a live "Cook like a French chef," which were well-attended on Zoom. Another North Texas event was a Q&A with several of the state's Francophone residents, followed by a movie night where *Bienvenue à Marly-Gomont* was shown.

ACTIVITIES FOR STUDENTS

Live docents guided our North Texas colleagues and students through a virtual tour of the French Collection at the Dallas Museum of Art. About 15 students attended each of several sessions.

The Louisiana Chapter announced that the state of Louisiana awarded 230 Seals of Biliteracy in French during the 2019-2020 school year. Even more are predicted for this school year!

During National French Week, Nebraska French students in levels K-12 participated in a poster contest with the national theme, "Tout est possible avec le français." Several schools had students participate, and prizes were awarded to two students per school level.

ACTIVITIES FOR TEACHERS

While COVID prevented the Arkansas Chapter from meeting in-person, they still partnered with their state language organization, AFLTA, to provide a training session from Lisa Shepard as part of a virtual conference.

Nebraska teachers started a virtual "Boire et Voir" where teachers will attend Zoom sessions on Saturday evenings every few months to share *un verre* and hear a speaker on various topics. The first speaker was Nora Boyd, who presented how she incorporates hard-copy books and Epic online books into her daily lessons at the high school level.

In the Central Texas Chapter, teachers attended a virtual professional development conference hosted by the chapter. Speakers included Jennie B. Chao (Round Rock High School) who presented "L'examen 'Advanced Placement' de langue et culture françaises: ce que les étudiants doivent savoir;" Pat Kyle (University of Texas Austin) who spoke on "Connecting French Language and Culture Learning with Multimedia Resources" (in English and French); and finally Julia Podgorsek, invitée d'honneur, Founder & Director of the Alliance Française d'Austin Ciné Club [http://www.afaustin.org/cine-club] who presented on "Histoire d'un parcours."

NATIONAL FRENCH WEEK/*LE GRAND CONCOURS*

The Arkansas Chapter board agreed to lower chapter fees for the upcoming *Grand Concours* to encourage more teachers to participate.

- Respectfully submitted,
  Cara Heminger
  Region VII Representative
  caraheminger@gmail.com

REGION VIII: SOUTHWEST

MORE TEACHERS CONNECTING

Chapters in Region VIII found a silver lining during the pandemic by hosting online events that drew record numbers of members. Virtual happy hours like those hosted by the Northern California Chapter allowed teachers in wide geographic areas to connect more easily and share their pandemic teaching experiences. Annual meetings moved online and focused on best practices for remote teaching. The Hawaii Chapter reports more participation in their events; members chose to hold their annual *Fête de Noël* luncheon on Zoom because they enjoyed the interaction and sharing with one another. The increased participation in online events even led to French being added to one school's curriculum and a new member joining the AATF!

PROFESSIONAL DEVELOPMENT ATTENDANCE GROWS

The same trend occurred in professional development, although some workshops took place pre-pandemic. The San Diego Chapter hosted a *Soirée Café* where students and their

REGIONAL REPORTS (SUITE)

teachers participated in fun learning games while practicing French. The Southern California Chapter held an *Atelier pédagogique* in February, as did Northern California. Their *Journée de Printemps* was in person but featured a guest speaker via Zoom (before many of us know what Zoom was!) on the subject of interculturality. The Hawaii Chapter held a fall workshop on *les Santons de Provence* and facilitated members sharing remote teaching ideas. Their *Fête de Noël* included resources on the Strasbourg *Marché de Noël* opening and other seasonal videos to use in the classroom.

The Arizona Chapter held an amazing workshop (pictured on previous page) with Sébastien Dubreil, Carnegie-Mellon University, in which they learned how to create games. A true workshopping process—teachers brainstormed to determine the goal of the game, the kind of game it would be, the rules of the game, etc. They spent time playing (and learning!) with scissors, crayons, and markers. Although participation was limited to 24, teachers from multiple levels attended, including some from the Apache reservation. One group finished their game and successfully piloted it later with their students. You can see the class here: [https://www.facebook.com/rebecca.kendall.313/videos/10158061485668383].

STUDENT PARTICIPATION EXCEEDS EXPECTATIONS

Another silver lining appeared in student-based activities. The Northern California Chapter held their *Concours de Poésie* in November and had about 60 videos submitted by students reciting memorized poems. The high caliber of performance and level of participation exceeded expectations. This is thanks in part to having virtual submissions which allowed students from across the chapter's large area to take part. The Hawaii Chapter partnered with the *Alliance Française* to host spring and fall immersion days and published student work in the *Alliance Française* newsletter. They encouraged students to apply for *Alliance Française* Scholarship Travel Grants as well.

The Arizona Chapter sponsored a unique *Challenge de Twitterature!* Students were challenged to write a story in a tweet (limited to 280 characters), and the results show that they had fun. Prizes were awarded for the top two entries in grades 8-10 and grades 11-12. Here's a sample:

> First Place
> Grades 10-12
>
> K, après que tu es partie, j'ai acheté la même veste que tu portais tous les jours, avec les manches enroulées. Parfois tu me manques tellement que ça me fait mal. Aujourd'hui je pensais t'avoir vue, mais c'était juste un aperçu de mon reflet. C'était la veste.

GRAND CONCOURS

Participation in the *Grand Concours* was uneven in 2020 even though registration was at levels similar to previous years. The Hawaii Chapter offers to pay for exams for public school students whose teachers are members, a generous and effective way to increase participation. They also report that private school students accounted for 64 medal winners. The chapter also provides prizes and, with the help of an *Alliance Française* grant, is able to purchase gift cards. Unfortunately, many teachers were unable to give the test when schools closed in March. Awards ceremonies were held virtually or canceled. Nonetheless, chapter *Grand Concours* administrators continue to communicate regularly, encouraging members to sign up for the Grand Concours in 2021.

CHAPEAU!

Members of the Arizona Chapter in an advocacy effort to save French programs in Tuscon. More to come.

Respectfully submitted,
Susie Hennessy
Region VIII Representative
mmehennessy@gmail.com

VOTRE DON, NOTRE DON

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

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

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

Aujourd'hui, j'aimerais vous encourager à faire un don si vous le pouvez. Contribuez à notre Fond pour le Futur. Financez un projet de votre choix. Payez la cotisation d'un collègue ou étudiant. Faites un legs ou une donation.

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

La secrétaire générale Jayne Abrate sera heureuse de vous guider et de discuter des possibilités. N'hésitez pas à nous contacter. Ou consultez notre site internet et cliquez sur Give.

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

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REMINDER: IMPORTANT DEADLINES AND DATES

JULY 19-22	New Orleans convention (see page 21)
NOVEMBER 3-9	National French Week (see pages 10, 24)
	National French Week Francophone Trivia Contest first round (see page 24)
DECEMBER 20	Deadline National French Week Video/Animation Contest (see page 24)
NO DEADLINES	Outstanding Senior and Excellence in French Awards (see page 24)
	French Honor Society inductions and materials (see page 13)
	Jeunes Amis du Français inductions and materials (see page 25)

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/*

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*

NEW ORLEANS

July 19-22, 2021

Watch for updates:
www.frenchteachers.org

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

AMERICAN ASSOCIATION of TEACHERS of FRENCH