

# NATIONAL BULLETIN



AMERICAN ASSOCIATION  
of TEACHERS of FRENCH

## ENEZ DECOUVRIR LE MONDE FRANCOPHONE: L'AFRIQUE

SHOULD I GIVE THE GRAND  
CONCOURS?.....17

SALUT LES JEUNES!.....14

ARTS INTEGRATION..... 20

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# IN THIS ISSUE

Message de la Présidente.....	3
Message de la Secrétaire générale.....	5
2021 Exemplary Programs.....	6
2021 Executive Council.....	7
2021 FIES* Poster Contest Winners.....	8
Grand changements pour le Grand Concours.....	9
AATF Job Board.....	9
Société Honoraire de Français.....	9
2022 AATF Administrator of the Year.....	10
2022 Call for Proposals New Orleans Convention.....	10
National Francophone Trivia Contest.....	11
What's New in the <i>French Review</i> ?.....	11
2021 Leadership Academy.....	12
National French Week Media Contest.....	13
Salut les jeunes!.....	14
Jeunes Amis du Français.....	15
AATF Webinars.....	15
2021 AATF Outstanding Chapters.....	15
AATF Commissions National French Week Projects.....	16
Should I Give the <i>Grand Concours</i> .....	17
Les Contes de Fées.....	18
Arts Integration.....	20
2022 AATF Convention Travel Award.....	20
Classroom Activity: "La Grasse matinée".....	22
Chapter News.....	23
Members' Notes.....	23
2021 AATF Award Winners.....	24
2021 AATF Commissions.....	26
Beef Stew Anyone?.....	26
Materials Center.....	27
Regional Reports.....	28
À votre avis.....	30
National French Week Materials.....	31

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## MESSAGE DE LA PRÉSIDENTE

When I became president of the AATF in January 2019 one of my goals was to diversify our membership and the community of students that we serve. This goal was related to my teaching French at the high school level for over 40 years. Throughout my career I have shared with my students details about my personal life that have affected my world view. My husband is an African American man who grew up in Selma, Alabama, during the age of Jim Crow. He marched from Selma to Montgomery with Martin Luther King, Jr. and was on the Edmond Pettus Bridge the day John Lewis was beaten as he tried to cross.

We first met at Stanford University in 1971, only four years after the Supreme Court ruled that it was legal for blacks and whites to marry. In those days it was quite rare to see a black and white couple together, and we were often followed when we went to department stores. Although Palo Alto, California, is a very liberal community, there were times when we received stares when we went to restaurants or stores. As the years progressed, I took many student groups to France with my husband. In France, my husband was treated differently than he was in the U.S., which was surprising to us. Many of my students had never had an African American teacher, so having a chaperone who was African American was a new experience for them.

When our son was born in 1990 many people in Palo Alto who saw me with him without my husband asked if I had adopted him. Later, when he was in high school, one day after I picked him up from school, he asked if he could drive home since he had his permit. We stopped for gas at a service station and then I noticed that there was a police car following us. When we arrived at our house I jumped out of our car and asked the officer what was wrong because my son had committed no traffic violations. The officer informed us that

someone had called the police department to report that "a white woman had been kidnapped by a black man."

This experience affected me dramatically because it happened quite recently in 2007. Although I had taught the AP French Literature list to my French V students and had studied works such as *L'Enfant noir* by Camara Laye and Aimé Césaire's *Une Tempête*, with them, I had never really taught a unit on racism and intolerance. From that point on I decided to create such a unit for my AP French Language class, in which we read authentic texts such as *Le Gône du Chaâba* by Azouz Begag, explored the website S.O.S. Racisme, watched video clips from a variety of French artists such as Fredericks, Goldman, and Jones as well as MC Solaar. I then asked students to create their own project on racism and intolerance. To introduce the topic, I shared with them the personal story about my son's experience with the Palo Alto police. They were stunned but not surprised, because several of them had had similar experiences. I asked them to write a letter, create a collage, write a poem or an essay, do a research report, or create a cartoon expressing their views about racism and intolerance. You would not believe the creativity my students demonstrated because it was so personal to many of them. I have shared this unit in the newly-written French standards document available from ACTFL and in the publication by the AATF entitled *Performance-Based Assessment Strategies*.

When I became president of the AATF I decided to do several things to promote diversity, equity, and inclusion. The first was to create a task force with approximately twelve professors and teachers from throughout the U.S. representing many backgrounds and

ethnicities. We wrote a diversity statement that now appears on our website. It is:

We are passionate about creating an inclusive association that promotes and values diversity. Associations that are diverse in age, gender, identity, race,

« **Our task force created a website where teachers can find materials and resources.** »

sexual orientation, physical or mental ability, ethnicity, religion, and perspective are proven to be better associations. More importantly, creating an environment where everyone, from any background, can do their best work is the right thing to do.

My next decision was to designate one of our vice-presidents to be responsible for diversity, equity, and inclusion on the Executive Council. The other two vice-presidents have other duties: one supervises the AATF commissions and the other supervises our Executive Council committees. Tracy Rucker is currently the vice-president in charge of diversity, equity, and inclusion. His responsibilities include outreach to members of minority communities and working with me to present workshops on this very prescient topic.

During 2020 everything changed dramatically. Members of our association were affected by the murder of George Floyd, and many of us marched in protest of his murder. Due to the Covid-19 pandemic we had to transition our 2020 in-person convention to a virtual convention. However, the AATF provided many webinars for its members. Tracy Rucker, Tiffani Jones Campbell, Janel Paquin, and I



presented a webinar on teaching for diversity in September 2020 that was very well received. Tracy shared with members how he uses music and images to promote diversity. Tiffani shared her perspective on unit planning with diversity in mind. Janel shared two children's books that were written to explore the idea of diversity. I shared three units I created on racism and intolerance for novice and intermediate levels of proficiency. Tracy, Tiffani, Connie Fredericks-Malone, and I went on to present another workshop in March 2021 entitled "Discussions about Racial Identity in the French Classroom," during which we provided participants with a wealth of documents and much-needed information about how to find materials and resources to use in the classroom. Most recently, in August Tracy, Tiffani, and I presented an additional workshop sharing the resources we have collected on our website, suggestions on how to tackle the theme of diversity in this period of political turmoil, and specific suggestions for classroom activities. We will also present

a session at ACTFL in November 2021 and at the MLA conference in January 2022.

In addition, our task force created a website where teachers can find materials and resources to help them create units on racism and intolerance. The AATF Diversity Task Force website is [<https://sites.google.com/view/aatf-diversity-task-force/home>]. The website includes 50 lesson plans, articles, PowerPoints, and other resources that teachers can use to expand their repertoire on teaching for diversity, equity, and inclusion. This site was established to enable teachers to find materials readily available for classroom use, as well as background knowledge for their own guidance in developing a unit on racism and intolerance in their classrooms. We know that in some parts of the country this topic is very sensitive, particularly due to the reaction against teaching critical race theory by certain politicians and school boards. Providing this information is essential to give French teachers the resources they need to

teach about racism in France and this country with fairness and responsibility.

In January 2022 when my presidency ends, I will become the chair of the newly-created Commission on Diversity, Equity, and Inclusion. We hope that the creation of a commission will inspire more French teachers and professors to become involved in our quest to transform our teaching and learning to become more tolerant of people of all races, genders, religions, abilities, and other groups that face discrimination.

► Anne Jensen, AATF President  
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**DU 3 AU 9  
NOVEMBRE 2021**



# MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers et Chères Collègues,

La pandémie nous a apporté de nouveaux soucis, de constants défis à relever et maintes occasions pour nous rappeler l'importance de notre amour pour le français.

## SEMAINE DU FRANÇAIS

Cette année marquera le 23<sup>e</sup> année que l'AATF fêtera la Semaine du Français (du 3 au 9 novembre). Lancée en 1999 par Gladys Lipton, ancienne présidente de l'AATF, le but des manifestations était d'encourager les professeurs à sortir le français de la salle de classe et à montrer ce que les élèves savaient et pouvaient faire en français. Espérons que nous pourrions organiser des festivités en personne, mais s'il faut continuer en mode virtuel, nous avons su trouver d'autres façons créatives de célébrer le français.

Vous trouverez dans ce numéro du *National Bulletin* des renseignements sur les concours organisés par l'AATF, le *Francophone Trivia Contest* et le *AATF Video/Animation Contest* (voir pages 11 et 13), auxquels vos élèves peuvent toujours participer. Nous offrons également de nombreux articles pour la Semaine du Français—autocollants, tee-shirts, affiches, badges—que vous pouvez commander (voir page 31). Imaginez d'autres moyens de faire explorer le monde en français par vos élèves. Invitez parents, administrateurs ou membres de la communauté à apprécier le français et le travail des élèves. Créez des occasions où les élèves peuvent rêver—de voyages, certes, mais aussi de rencontres et de découvertes de tout ce que le français pourra apporter à leur vie.

## CONGRÈS À VENIR

Après avoir été obligés d'annuler deux congrès d'affilée, nous avons l'intention de nous retrouver du 11 au 14 juillet 2022 à la Nouvelle-Orléans avec le thème: «Laissez les

bons temps rouler: Explorer la diversité du monde francophone». L'appel à contributions est actuellement ouvert à <https://www.frenchteachers.org/convention/proposal/>. Vous aurez jusqu'au 15 décembre pour soumettre votre proposition (voir page 10).

Il est probable que le congrès de 2023 aura lieu finalement à Trois-Rivières au Québec, suivi de congrès à Paris et à San Diego.

## RENOUVELER VOTRE ADHÉSION

À partir du numéro de mars 2021 la *French Review* est disponible en version numérique par Project Muse de Johns Hopkins University Press. Tous les membres de l'AATF auront accès au journal en ligne. Si vous souhaitez toujours recevoir une copie papier, il faudra payer un supplément pour couvrir les frais de poste.

Lisez attentivement la notice incluse avec le rappel de cotisation que nous venons d'envoyer. Vous y trouverez aussi les renseignements nécessaires pour voter dans les élections de l'AATF cet automne. Nous devons choisir un(e) vice-président(e) et trois délégué(e)s régionaux(-ales). Vous aurez jusqu'au 1<sup>er</sup> novembre pour voter en ligne où vous trouverez tous les renseignements sur les candidats.

Soutenez l'AATF en renvoyant bientôt votre cotisation pour 2022 pour que nous puissions continuer à vous soutenir. Parlez-en à vos collègues qui ne sont pas membres. Recommandez à vos anciens élèves qui poursuivent une carrière de professeur de français de devenir membres. Plus on a de membres, plus on pourra offrir de services.

## FORMATIONS VIRTUELLES

Nous continuerons notre série de formations virtuelles tout au long de l'automne, en commençant par un webinaire sur les examens offerts pour les élèves et étudiants

de français organisés par la Fédération des Alliances françaises aux USA. Il aura lieu le 18 septembre, et vous pouvez trouver des renseignements ici: <https://frenchteachers.org/resources/web-based-activities/>.

## UN VRAI CONGRÈS VIRTUEL

Après une première tentative plus modeste de congrès virtuel en 2020, nous avons pu réaliser un congrès virtuel 2021 à la hauteur de nos congrès typiques. Une communauté de professeurs s'est constituée pour apprendre, pour s'entraider et pour partager notre passion pour le français. En commençant par une série de quatre webinaires au mois de juin, les participants se sont mis à l'œuvre pour examiner la défense et la promotion du

«...nous avons su trouver d'autres façons créatives de célébrer le français..»

français, les nouvelles normes nationales pour le français, le podcasting et le français sur objectif spécifique.

À partir du 29 juin, plus de 1050 inscrits ont pu participer à 46 sessions en direct présentées par 63 intervenants. Presque toutes ces sessions ont été enregistrées et affichées dans Sched. Pour rendre ce congrès virtuel un peu plus amical, nous avons ajouté 26 activités participatives—des chats, des séances de yoga, des dictées et des leçons de cuisine.

Chaque semaine il y avait un spectacle ou événement en soirée, à commencer par *Molière Than Thou* offert par Tim Mooney, suivi par les Vignettes raciniennes, une soirée de musique classique, organisée par Max Garriott, et pour terminer les trois semaines



intensives, une soirée divertissante animée par Steven "Étienne" Langlois.

Avant cette dernière soirée, nous avons présenté une vidéo où nous mettions à l'honneur les lauréats des prix AATF pour 2020 et 2021. Vous pourrez aussi rencontrer ces lauréats en lisant leurs présentations à la page 24. Les récipiendaires de l'AATF Exemplary Program Award se trouvent à la page 6. [Les lauréats de 2020 ont été présentés dans le *National Bulletin* de septembre 2020.]

Quoiqu'on n'ait pas pu les annoncer lors de cette soirée, nous sommes heureux de reconnaître deux nouveaux membres honoraires. Robert "Tennessee Bob" Peckham est membre de l'AATF depuis 1991. Le président fondateur de notre Commission sur la Défense du français, TBob est connu pour ses apports à la promotion et à la défense du français dans tous les domaines. Linda Witt, présidente actuelle de la Fédération des Alliances françaises, USA, soutient depuis longtemps la collaboration entre l'AATF et la Fédération ainsi que des liens plus proches entre les chapitres de l'AATF et les Alliances locales.

Nous avons eu la chance d'avoir huit exposants / sponsors dont la participation nous a permis d'offrir ce congrès gratuitement. Ils ont offert aussi des prix pour les divers tombolas et jeux. Pensez à remercier Apprentissage illimité, CLE International, Éditions Maison des langues, Language with the Five Senses, Steven "Étienne" Langlois, Timothy Mooney Repertory Theatre, et Vista Higher Learning de leur soutien. Leurs coordonnées se trouvent dans Sched mais aussi sur notre page officielle d'exposants à [<https://frenchteachers.org/aatf-2021-virtual-convention-exhibitor-page/>].

Le congrès "officiel" s'est terminé par cinq autres webinaires, deux sur l'enseignement pour la diversité, une session organisée pour

la Société Honoraire de Français/les Jeunes Amis du Français ainsi qu'une présentation par Tracy Sharpley-Whiting sur "Jazz-Age Paris and the Other American Colony." Nous avons aussi tenu l'Assemblée des délégués virtuellement le 31 juillet.

En plus des sessions en direct et les webinaires, 46 autres membres de l'AATF ont soumis des présentations enregistrées. Tous les enregistrements sont maintenant affichés dans Sched et seront disponibles gratuitement aux membres de l'AATF au moins jusqu'à la fin de 2021. Si vous ne vous êtes pas encore inscrit, vous pouvez toujours le faire à <https://frenchteachers.org/promote-french/conventions/> pour avoir accès à ces ressources exceptionnelles.

L'AATF Leadership Academy, qui a dû être annulée en 2020, s'est tenue virtuellement cette année avec 8 participants. Vous pourrez apprendre davantage sur ce programme en lisant le compte-rendu à la page 12.

► **Jayne Abrate**  
Secrétaire générale  
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## 2021 AATF EXEMPLARY PROGRAMS

Congratulations to these schools and their excellent teachers and administrators.

### Exemplary with Distinction

Parker High School, Janesville, WI  
AATF member: Andrea Behn

Loyola Academy, Wilmette, IL  
AATF member: Tom Sapp

### Exemplary with Honors

Fort Worth Country Day School, Fort Worth, TX  
AATF member: Rob Napier

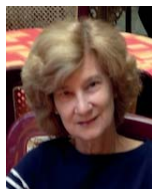
For more information to apply to be an Exemplary Program, go to [<https://frenchteachers.org/promote-french/awards-and-grants/>]



# 2021 EXECUTIVE COUNCIL

7

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# FÉLICITATIONS TO THE WINNERS OF THE 2021 FIES POSTER CONTEST!

## 1st place: 7<sup>th</sup>-8<sup>th</sup> grades

- ▶ Sage B.  
Bloomfield Hill Middle School  
Teacher: Stephanie Potier



## 1st place: 4<sup>th</sup>-6<sup>th</sup> grades

- ▶ Jiya J.  
Kolter Elementary School  
Teacher: Claire Frazier

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

- ▶ Anders V.  
Princeton Charter School  
Teacher: Marie Devlaminck



## 1st place: 2<sup>nd</sup>-3<sup>rd</sup> grade

- ▶ Kaianne M.  
Princeton Charter School  
Teacher: Ralitsa Zaharieva

## 1st place: K-1<sup>st</sup> grade

- ▶ Stella S.  
PKolter Elementary School  
Teacher: Claire Frazier



# GRANDS CHANGEMENTS POUR LE GRAND CONCOURS

You spoke, we listened, and big changes are coming to the *Grand Concours* this year. A team has reviewed the current *Grand Concours* specifications for levels 01-5 and has re-aligned them to reflect current proficiency-based teaching methodology. The team has also aligned the *Concours* specifications to the new World Readiness French standards, allowing teachers to help determine proficiency levels. These new World Readiness proficiency standards should make it easier for parents and administration to understand the value of administering the *Concours*. You can view the specifications on our website: [http://frenchteachers.org/concours/gc\\_about/gc\\_specs.html](http://frenchteachers.org/concours/gc_about/gc_specs.html)

The other big change is that the *Grand Concours* is moving to a new testing platform, Lingco Language Labs. All Contest levels—FLES through Level 5 will be available online. Lingco currently hosts the National Spanish

Exam review materials and the National Italian Exam. This platform is very reliable and user-friendly and will integrate with many learning management softwares. It has different options for new question types to make the Contest more interesting. Finally, Lingco offers 24/7 support which allows teachers to have their questions answered much more quickly and efficiently.

If you haven't participated in the *Grand Concours* in a while, this is the year to give it another try. After 18 months of few activities for students to add to their résumés and college applications, giving them the chance to participate in the *Concours* would be a welcome opportunity and would give your program increased visibility.

Stay tuned for specific dates for our webinar series, and don't hesitate to reach out to [support@frenchcontest.org](mailto:support@frenchcontest.org) with any other questions.

## SEEKING APPLICATIONS FOR EDITOR IN CHIEF OF THE FRENCH REVIEW

The *French Review* seeks a new Editor in Chief to succeed Edward Ousselin effective July 1, 2022 for a 3-year term [renewable].

Required qualifications:

- ▶ Ph.D. and tenured faculty position at a university in the U.S.
- ▶ Editorial experience including copyediting using MLA style.
- ▶ Strong interpersonal skills.
- ▶ Strong record of publication.
- ▶ Previous work on the editorial board of a scholarly journal of French and Francophone studies.
- ▶ Membership and previous activity in the American Association of Teachers of French.
- ▶ Promise of material support from the candidate's institution.
- ▶ Native or near-native fluency in French and English.
- ▶ Considerable organizational abilities and ability to direct a staff of 40 people, including a Managing Editor, Review Editors, and Assistant Editors.

Preferred qualifications:

- ▶ Scholarly involvement on the editorial board of the *French Review*.
- ▶ Publication[s] in the *French Review*.

Candidates should send a statement of purpose describing why they are interested in the position and how they are uniquely qualified, along with a CV and the names, addresses, and phone numbers of three references to Jayne Abrate, Executive Director, 302 N. Granite St., Marion IL 62959. The deadline for receipt of application is **15 November 2021**. A decision will be made by 1 January 2022 and all candidates informed.

## 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: <http://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 colleagues, friends, chapter, and anyone looking for a French teaching position.





## 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!

## CALL FOR PROPOSALS 2022 CONVENTION IN NEW ORLEANS

The online call for proposals for the 2022 AATF convention, to be held July 11-14 at the Hotel Monteleone has been posted on the AATF website at <https://www.frenchteachers.org/convention/proposal/>. Proposals will be accepted until **December 1, 2021**. The theme for this year's convention is "Laissez les bons temps rouler: Explorer la diversité du monde francophone" Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

Those who had proposals accepted previously in 2020 or 2021 will be given priority but will need to resubmit.



The establishment of a chapter of the *Société Honoraire de Français* offers several benefits to a secondary French program. It provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a blue/white/red cord (or white cord) at graduation, and the right to wear the official emblem/pin of the honor society. The chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events. For general information, eligibility, and other questions, you can contact Regina Symonds, SHF President at [symondsshf@gmail.com](mailto:symondsshf@gmail.com); or Teacher Representatives Tracy Rucker at [trucker@louisvillecollegiate.org](mailto:trucker@louisvillecollegiate.org) or Kimberley Harter at [shfteacherrep\\_mexico23@gmail.com](mailto:shfteacherrep_mexico23@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: (815) 310-5763; fax: (815) 310-5754; email: [shf@frenchteachers.org](mailto:shf@frenchteachers.org) or from the AATF Web site at <https://www.frenchteachers.org/shf>.

## ADMINISTRATOR OF THE YEAR AWARD

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

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

Applications should be received at AATF National Headquarters no later than **December 1, 2021**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2022) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials electronically in .pdf format to [abrater@frenchteachers.org](mailto:abrater@frenchteachers.org).



## GOT GAME?

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

Make sure that your students participate in a FREE and FUN event for National French Week (Nov. 3-9)—the AATF's National Francophone Culture Trivia Contest, held online.

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

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

The first round consists of 25 questions in English that cover various cultural aspects of the Francophone world. Top scorers will advance to a Finals Round, and the student who advances the farthest in that round is the winner of the Grand Prize. Cash prizes will be

award for Grand Prize winners and runners up at each level.

The teacher of the top scoring student from each level will also win a free AATF membership for 2022.

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



## WHAT'S NEW IN THE FRENCH REVIEW? (95.1 OCTOBER 2021)

### L'ANNÉE LITTÉRAIRE

- The Year in Poetry 2020: World Enough and Time [De Julio]
- Bloc-notes culturel 2020: annus horribilis [Dalle]
- Confinement in Literature and Life: The Novel in 2020 [Cloonan]

### FOCUS ON THE CLASSROOM

- Les cartes digitales SIG et l'enseignement-apprentissage du FLE [Hellmich et Mouzet]
- Humour et compétences interculturelle et symbolique en cours de Français langue étrangère (FLE) [Étienne et Vanbaelen]

### FILM

- Politics and Culture: Childhood Memories from the Mid-1960s in Moussa Sène Absa's *Ça twisté à Popenguine* [De Raedt]

### LITERATURE

- Léonora Miano's *Les aubes écarlates*: An Africa-Centered Memorial to Victims of the Middle Passage [Spleth]
- *Un aller simple*, or Rewriting *L'immoraliste* in Reverse [Cornell]
- Two Tales, One Return: Rewriting Relation in Dany Laferrière's *Pays sans chapeau* and *L'énigme du retour* [Loescher]
- Écrire la beauté du chiffre: Théophile Gautier, la science et la création littéraire [Hong]
- Le misanthrope malgré lui: Rousseau's Vision of Alceste [Kraut]
- Deux romans au féminin: vers un nouveau modèle philosophique pour l'amour [Wang]





# AATF 2021 LEADERSHIP ACADEMY

## VIRTUAL NEW ORLEANS

The tenth year of the AATF Leadership Academy took place as "Virtual New Orleans" on July 19-20, 2021. The group consisted of eight participants from across the country who worked together to develop their leadership skills and learn more about the national organization's mission, goals, and activities. This training was provided in order to enhance their skills as chapter leaders and hopefully to pique their interest in working on the national level.

AATF Past-President Ann Sunderland proposed the idea for this program because she saw the need for building and increasing leadership capacity at the chapter level. Her vision has become a carefully articulated series of sessions that bring leaders together each year. Due to the pandemic, this program was not conducted in 2020. However, this year's virtual gathering was a one-of-a-kind experience!

The eight members of the 2021 Leadership Academy represented eight different chapters: Julia Angeles (Northern California), Stephanie Carboneau (Maine), Paul Creamer (Lehigh Valley, PA), Claire Frazier (Houston), Ashlee Headrick (Tennessee), Travis Nesbitt (Southern California), Andrew Palmacci (Eastern Massachusetts), and Melissa Tubbs (Connecticut). Janel Lafond-Paquin (Eastern Massachusetts) led the program for the seventh consecutive year.

The AATF Leadership Academy aims to assist participants in honing their leadership skills to best serve their members. It focuses on member recruitment and retention, while at the same time reviewing chapter guidelines and the duties and responsibilities of elected officers. The cohesiveness of the group allows for much sharing of ideas and strategies that they can in turn bring back to their own chapters.

Due to the virtual program structure, several presenters from the national level shared their expertise on the first day of the Academy. Jayne Abrate, AATF Executive Director, welcomed the leaders and spoke of what the organization had to offer. AATF President Anne Jensen and AATF President-Elect Eileen Walvoord also extended their best wishes to the group. Megan Diercks, *National Bulletin* Editor, explained the need for articles and discussed the deadlines for each issue. Lisa Narug talked about her work as Director of the National French Contest and summarized the results of *Le Grand Concours*. Finally, Regina Symonds spoke of the *Société Honoraire de Français* and its elementary/middle school program, *les Jeunes Amis du Français*. In the rest of the allotted online time, program director Janel Lafond-Paquin covered topics including leadership, chapters, and recruitment and retention of members. Leaders learned about their own chapters through exploration of their chapter constitution and had the opportunity to explore the AATF website [[www.frenchteachers.org](http://www.frenchteachers.org)] through an activity that they completed prior to their virtual training. The group was also extremely fortunate to have President-Elect Eileen Walvoord attend the entire program. Her comments and suggestions and perspectives were invaluable and very much appreciated.

Beyond their commitment to becoming chapter officers or continuing in such a role, the leaders were required to develop a project that they pledged to carry out at the chapter level in the coming year. Sample projects included updating a chapter's constitution, recruiting new members, compiling and distributing a quarterly newsletter, creating an AATF scholarship for pre-service and new teachers, and increasing social media use.

With regard to this year's program, the fact that it was virtual made it more difficult to establish a close-knit group as is always the case when the Academy is face-to-face. However, everyone maintained an extremely positive attitude and participated fully in the program. Hopefully, the AATF is able to meet in New Orleans in person for its annual conference in 2022, and this group will be able to share some time getting to know each other even better.

Congratulations to the Class of 2021! We look forward to seeing you at many future AATF conferences and we can't wait to see where your attendance in the program takes you!

► **Janel Lafond-Paquin**  
Director, AATF Leadership Academy  
[madamep51@hotmail.com](mailto:madamep51@hotmail.com)



# 2021 NATIONAL FRENCH WEEK MEDIA CONTEST GUIDELINES

## THEME: VENEZ DÉCOUVRIR LE MONDE FRANCOPHONE / COME DISCOVER THE FRANCOPHONE WORLD

Submission deadline: **December 15, 2021**

Contact Catherine Ousselin, AATF Social Media and Curated Resources Chair, with questions about technology tool suggestions or troubleshooting. [catherineku72@gmail.com]

### Contest guidelines

- ▶ There are two competition divisions: Intermediate [grades 6-8] and Secondary [grades 9-12]
- ▶ Teachers should submit ONE form for each video or project. Limit of 5 submissions per teacher/school.
- ▶ Three minute time limit per video.
- ▶ Videos must conform to all school rules and codes of conduct. Videos with references to alcohol, drugs, or violence will not be accepted.
- ▶ Background music: Please do not use copyrighted music in the video or as background music. While it does add to the appeal of the video, it is not acceptable use.
- ▶ No copyrighted figures [ie. Snoopy, Astérix, etc] accepted.
- ▶ Each entry must be the original work of current student[s] in French whose teacher is an AATF member for 2021.
- ▶ All submissions become the property of the AATF and may be used in AATF publications and on social media sites.
- ▶ All participants in the video completion will receive certificates, and the top-ranking submissions will receive cash prizes.

### Submission / Sharing guidelines

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

### Judging Criteria

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

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



# SALUT LES JEUNES!

## RASSEMBLEMENT DU MATIN

As educators in a turbulent world and a challenging system, we know the importance of social emotional learning and the need to create community before we can challenge our students academically. Many of us strive to have responsive classrooms. This is a huge undertaking, especially while providing instruction in French. Morning meeting, or *rassemblement du matin*, is the cornerstone of the responsive classroom approach; it fosters community while creating the opportunity to teach and practice social skills.

When I began teaching in a dual-immersion program three years ago, I was skeptical that my students would be able to reap the benefits of these practices in their non-dominant language. Teaching in central Illinois, my kindergarten students have limited proficiency in both French and English, but largely prefer to use English. In my second year of teaching, I was coached to always hold my morning meeting in French to compensate for the ways in which our program, a strand in a monolingual school, is surrounded by English.

When this idea was first presented to me, I actually said: "This will be a detriment to our classroom culture," scared that my students would be less likely to be vulnerable or authentic when forced to do morning meeting in French. I had convinced myself that the benefits of morning meeting depended entirely on fluent oral communication, forgetting all the tools I was already using to make French immersion possible during academic times of the day. Nevertheless, I followed directions and began to hold a *rassemblement du matin*.

A morning meeting has four essential components: greeting, sharing, a group activity, and a message. I chose to switch the order, doing a group activity before sharing, so that students began with something they perceived as "fun," which I hoped would break the ice for the "share." To implement the

morning meeting in French, I had to consider the strategies I was already using. For the greeting, I chose a song with gestures, allowing even the students who would not learn the words over the entire year to participate. I sing and play music videos throughout the school day to signal transitions and teach vocabulary, so this felt natural for both me and the students. For the group activity, I chose simple games, like *pierre, papier, ciseaux*. As the year progressed, I was able to weave in

## « Le rassemblement became a favorite part of the school day. »

more academic games, borrowing from things we had learned in English, like "Count and Sit" from Everyday Math.

When I began to prepare different activities for "sharing" in French, I once again had to confront my doubts and my expectations. This short activity felt like it did not lend to our target language as easily as the other components of morning meeting. In English, I could imagine discussing feelings or life events outside the classroom; I could imagine broaching social justice topics or talking about values. Learning French as a foreign language, my students simply did not have the language to have this level of conversation. I had to choose to place a higher value on their language learning within the structure of the morning meeting and look to other parts of our school day, such as Read Aloud and Writing Workshop, to address some of these meatier issues. So, I stuck a sticky note next to my chair, "Don't forget to ask, Comment ça va?" I created visuals and the most rudimentary of TPR gestures: thumbs up, in the middle, or down. And then I zeroed in on simple things with lots of visuals, cognates, and sentence

stems. *Chocolat ou vanille? Parc ou piscine? Paw Patrol ou Daniel Tiger?* To share, I would model and then invite one student to model, coming up in front of the class and taking a physical sentence stem in hand to answer. "J'aime" was on a heart [for Je n'aime pas, students turned the heart upside down]. "Je vois" was binoculars, and "Je peux" was a big check-mark. Classmates seated on the rug could help students by silently showing TPR for different *mots fréquents* or fillers or the sign for *moi aussi*.

From there, writing a daily message was what my students would call "easy peezy." I wrote between one and three sentences, stating the day of the week, something special we may do, or something innocuous using our *mot fréquent*; occasionally, I posed the question for the share as the last line of the message. More often, I ended with a question that invited a student or two to engage with the text: "Peux-tu trouver une lettre majuscule" or "Peux-tu trouver le mot 'nous'?" The message allowed me to transition seamlessly to *Travail des mots* and the rest of our literacy instruction.

In the beginning, my students were uncomfortable, nearly silent, their eyes wide trying to figure out what their crazy teacher wanted now. But, with time, a nearly air-tight routine, the use of visuals and TPR, and lots of practice and praise, *le rassemblement* became a favorite part of the school day. While I did work in some social emotional learning during English instruction, I also began to see that my students were benefitting personally, not just linguistically, from this practice. Even during "Partage," students volunteered and listened respectfully, reminding me of the value of light-hearted discussion in our heavy world.

► **Josephine Tritsch**  
Stratton Elementary School (IL)  
[josephinetritsch@gmail.com](mailto:josephinetritsch@gmail.com)



## 2021 AATF OUTSTANDING CHAPTERS

### Large Chapters

- ▶ 1<sup>st</sup> place – Houston Chapter
- ▶ 2<sup>nd</sup> place – Metropolitan New York Chapter

### Small Chapters

- ▶ 1<sup>st</sup> place – Pays du Nord Chapter
- ▶ 2<sup>nd</sup> place – Maine Chapter
- ▶ 3<sup>rd</sup> place – Central Pennsylvania Chapter
- ▶ Honorable Mention – Western Pennsylvania Chapter

## CALL FOR LESSONS ON INTERCULTURALITY

The AATF High School Commission is seeking submissions for lessons on interculturality. Please contact Jean Copeland at: [jean.m.copeland@gmail.com](mailto:jean.m.copeland@gmail.com) for more info.

## AATF WEBINARS

Since March 2020, the AATF has facilitated a series of professional development webinars, first to support French teachers as they navigated a transition to virtual or hybrid learning, and then to address issues related to diversity, equity, and inclusion. We held a modest virtual convention in July 2020 and a more involved one in 2021. We have collaborated with numerous other groups, including the *Centre de la francophonie des Amériques, USA*, and the French Embassy, to offer more extensive programming.

Almost all of these programs have been recorded. Those which occurred during the 2020-2021 school year can be found on the AATF YouTube channel [[@AATFrench](https://www.youtube.com/@AATFrench)]. More information on past programming can be found at [<https://frenchteachers.org/resources/web-based-activities/>]. The sessions and webinars from our summer virtual convention are available to members in Sched. Information on how to access them can be found at [<https://frenchteachers.org/promote-french/conventions/>].

## FIRST UPCOMING FALL WEBINAR

**Saturday, September 18**

### **French Testing—An Overview of DELF/ DALF, TCF and TEF**

Time: 10 a.m. (PST) / 11 a.m. (MST) / 12 p.m. (CST) / 1 p.m. (EST)

Organized by the Federation of Alliances Françaises, USA.

To register: <http://events.constantcontact.com/register/event?llr=4tqgfgnab&oeidk=a07ei8yeddwf53f3044>



## 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.frenchteachers.org/jaf>.

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

# NFW Projects

## COMMISSION ON CINEMA

Co-Chairs: **Joyce Beckwith** [mmejoyb@aol.com] and **Dolliann Hurtig** [dhurtig@latech.edu]

- ▶ Looking to incorporate film into National French Week? Volume 3 of *Allons au Cinéma*, an AATF publication featuring films about immigration and contributors from high school and university levels, will help highlight *la Francophonie* for your students.

## COMMISSION ON CULTURAL COMPETENCE

Chair: **Martha Behlow** [mbehlow@geneva304.org]

- ▶ Active Facebook page shares resources for Francophone world cultural examples to share with students
- ▶ YouTube list of authentic speakers continues to grow
- ▶ "Linguistic Fun Facts" currently being shared on Facebook to be compiled into an AATF book —upcoming project
- ▶ Five Google slide presentations for teachers to use in class, each aligned with one of the 'official' themes for each day of National French Week. The slides are mainly visuals, intended for use as a warm up or other comprehensible input activity. Much care was used to vary ethnicities, Francophone countries, ages, etc. Teachers can make a copy to personalize for their own learners. There are speaker notes for slides to help with anything you might be uncertain of.!

## COMMISSION ON HIGH SCHOOLS

Chair: **Jean Copeland** [jean.m.copeland@gmail.com]

- ▶ Find five different lessons comparing and contrasting Francophone culture on the AATF Wakelet. Topics include:

**BEEF STEW ANYONE?** [see page 26]

**WHAT'S IN A HAT?**

Essential Question: How can a hat embody a culture and represent a country?

**THAT'S NOT A PIE IN THE SKY BAKE-OFF!**

Essential Question: How and why would someone create a pie without fruit?

## WHAT'S IN YOUR CLOSET?

Essential Question: Why are the French considered *toujours chic* when it comes to style and how were their clothes?

## COMMISSION FOR THE PROMOTION OF FRENCH

Chair: **Justin Frieman Charles** [justin.frieman@yahoo.com]

- ▶ Dive into Francophone music with this curated playlist on Spotify linked on the Wakelet.

## COMMISSION ON TEACHER RECRUITMENT AND RETENTION

Co-Chairs: **Eileen Walvoord** [eileenwalvoord@gmail.com] and **Rebecca Monger** [rebecca.monger@emlhurst.edu]

- ▶ High school teachers, check out the new AATF state-by-state Directory of Post-Secondary French Major Programs <https://teacherrecruitment.frenchteachers.org/french-program-directory/> to see where your students can become French majors as well as prepare to become K-12 French teachers. Take advantage of this listing to make direct contact with higher ed colleagues to arrange for campus and classroom visits and more. College professors: Let the commission know if your institution is not but should be in the Directory.

## COMMISSION ON UNIVERSITIES

Co-chairs: **Jessica Sturm** [jsturm@purdue.edu] and **Isabelle Drewelow** [idrewelow@ua.edu]

- ▶ Find two infographics promoting the study of French in the National French Week 2021 collection on the AATF Wakelet.

All activities above and more can be found in the NFW 2021 collection on the AATF Wakelet at [<https://wakelet.com/@AATFrench>]

## FRENCH AFTER HIGH SCHOOL

If you are a secondary level teacher, you've been prepping your students from their freshman days to take French in college. They've heard you say, "When you study French in college..." many, many times, and perhaps have also heard visiting former students taking French in college tell about how much they enjoy studying French, belonging to the French Club, taking advantage of an internship, or had studied abroad.

But how do you, they, and their parents know where that would be possible for them? Now there is a resource that can help. As your students begin their college search, they'll be able to access a state-by-state AATF Directory of Post-Secondary French Major Programs in the U.S. This same directory also indicates which ones offer a path toward K-12 French licensure. So, when encouraging your students to continue studying French, you can show them which institutions offer a French major (or equivalent) that can lead to a career in international business, journalism, tourism & hospitality, aid & development, government & diplomacy, etc., as well as a career in K-12 teaching.

Since the directory also includes French department contact information for each institution, you will be able to directly connect with your colleagues at the post-secondary level to initiate activities like campus and classroom visits that will strengthen the high school-to-college connection and make "When you study French in college..." a reality for more of your students.

This directory is found on the webpage of the AATF Commission on Teacher Recruitment and Retention at <https://teacherrecruitment.frenchteachers.org/french-program-directory/>. Thanks to the 22 very generous French teacher and professor volunteers who helped gather the data for the AATF Post-Secondary French Major Programs Directory.

### ▶ Eileen Walvoord

Commission on Teacher Recruitment and Retention, Co-Chair  
eileenwalvoord@gmail.com



# LE GRAND CONCOURS

## SHOULD I GIVE IT THIS YEAR?

*Bonjour!* I am the new *Administratrice du Grand Concours* for Connecticut. Last year (2019-2020) was my first year in this position, and I was busy planning our awards ceremony when the world stopped.

This year I administered the contest to 43 of my students. Last year, I administered the contest to all our French students on March 12. I had randomly selected that date, on the earlier side of the administration window, so I would be better prepared to answer questions as they arose. Little did I know at the time how lucky I was to have selected that date! I was so fortunate that I did not have to figure out, like many of other French teachers did, how to administer *le Grand Concours* once schools closed. As schools shut around the country, the AATF was working hard to figure out how to handle this. Their solutions allowed teachers to administer remotely and extended the contest period, which allowed others to continue to test *hors concours* (meaning they would not be eligible for any national awards), but they could still participate.

This year the AATF did a great job of figuring this all out ahead of time. They again allowed teachers to proctor the contest to students over Zoom, Google Meets, and other similar platforms. By filling out a simple Google form, teachers could apply to administer remotely. Approval was immediate, and instructions for proctoring and an attestation that you had followed the rules followed soon after. This worked out well for me as I had one student quarantined the week before our contest date and two students who were quarantined the day of scheduled test.

A colleague asked me why we give the *Grand Concours*, and I had to pause for a second. We have so much to do and such a short time to do it. During a normal year, our job is hard. If you are like me, you are constantly asking yourself questions like: Did I speak enough

French today? Did I balance class out with enough writing, speaking, listening, and reading? How can I incorporate more culture? Did I assess the right way? Did I differentiate my instruction to meet the needs of each student? Did I post my learning target, and could a student explain it to an administrator who might come in? This year we are asking even more questions: Do I feel safe? Are my students safe? Do I need to double mask? Do I need to quarantine? Are my students appropriately spaced? How can they work together when they cannot be near each other? Am I doing enough to help their social emotional learning?

So why add in yet another thing? Because it is such a great opportunity for our students to show what they have learned. One of my students pointed out to me how important this contest was to him last year: "In this past year, when SATs were rendered virtually unavailable, we were able to prove our value on a standardized test that wasn't even in our own language." So, while this contest is always a good idea, it could mean even more to students this year.

This is a tough year to give the *Grand Concours*, to add something else to our plates. Bénédicte Kaufman, a teacher at Xavier High School, who just returned to teaching after a 10-year hiatus, shared with me her concerns about giving the *Grand Concours*. When she left French teaching, it was a paper and pencil test, and she returned during this crazy year to find an entirely online contest that she did not feel well-prepared to deal with on her own. However, she found support and a caring community of French teachers here in Connecticut. "It was amazing. It made me proud to be a French teacher, to have found my way again to a community of professionals and really interesting material to learn from." Her students enjoyed the

change of pace. "They especially enjoyed the listening activities. It seemed to be just what our classes needed at the end of a long winter—a change of pace and activities, a time to synthesize and evaluate what we had learned." And she appreciated the flexibility of the testing. "The majority of my students are studying in person, but a few are still remote and log on everyday via Teams to stream in our class. I was able to administer the exams to all at the same time and seamlessly."

I am so glad that the AATF kept this contest available and made it easier for us to administer—no matter how we were teaching this year. They have been willing to work with every unique situation that comes up. Teachers from our state agree. Ariane Barrillon, a teacher at Westminster School, shared that her students who have been taking the *Grand Concours* for four years await this opportunity to show their skills and earn rewards. "Despite the challenging situation generated by the pandemic this year, the *Grand Concours* was extremely well organized. As usual, the support and help of the organizers was wonderful. Any questions or concerns I had were answered very quickly. The *Grand Concours* is a wonderful experience for both students and teachers."

I hope you will consider giving the opportunity to your students next year. Please know that the AATF will be there to support you as you try it for your first, fifth, or tenth time!

► **Laura Faga**  
Lewis S. Mills High School (CT)  
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**LE GRAND  
CONCOURS**



# UN PROJET

## LES CONTES DE FÉES

### Description

Dans ma classe de Français IV, nous avons commencé l'année en révisant le passé composé et l'imparfait. Au lieu d'un examen traditionnel, j'ai choisi de donner une évaluation en forme d'écriture créative, spécifiquement sous forme d'un conte de fée. En général, les contes de fées emploient beaucoup d'imparfait.

Avant que mes élèves aient commencé à écrire leurs contes de fées, nous avons lu deux contes de fées, «Le Petit Chaperon rouge» et «La Belle au bois dormant». En plus, nous avons regardé leurs dessins animés correspondants. Pendant que mes élèves regardaient les vidéos, ils ont rempli une représentation schématique d'intrigue pour chacune. Ensuite, ils ont complété une représentation schématique d'intrigue et une liste des personnages pour leurs contes de fées originaux. Finalement, je les ai approuvés, et ils ont écrit leurs histoires.

La rubrique [page suivante] que j'ai utilisée pour ce projet est ci-dessous. J'ai commencé à utiliser cette évaluation il y a trois ans. J'aime donner une variété d'examen, et je trouve que les écritures créatives ne sont pas fréquemment employées. Quand même, elles peuvent être une bonne forme d'évaluation de certaines topiques grammaticales. L'année prochaine, mes élèves utiliseront la rubrique pour leur donner une note. Ce sera une introspection pour eux.

#### • Erika Cepurneac

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### Sample Student Conte 1

«La Pirate et La Sirène»

By Megan W. & Aliya R.

Il était une fois, une pirate et son équipage naviguaient sur la mer mystique. Elle s'appelait Capitaine Lillian.



Il y avait aussi une sirène. Elle s'appelait Naura, elle habitait dans la mer mystique.

Un jour, Lillian entendait la chante de Naura. Elle l'a vue dans la mer mystique. Elle ne pouvait pas s'empêcher de regarder la beauté de Naura.



Lillian était tellement fascinée qu'elle est tombée du bateau. La chante de Naura l'avait paralysée et elle ne pouvait pas nager. Naura a rapidement nagé à Lillian, et elle l'a aidé.

Lillian et Naura ont nagé à la surface. Elles se regardait dans les yeux et ressentait une connexion. Lillian a dit à Naura qu'elle l'aimait même si elle ne la connaissait pas.

Lillian et Naura entendait des cris au-dessus d'eux. Lillian levait les yeux et elle voyait que son premier compagnon Jacques et

son équipage lui hurlait des insultes.

Lillian retournait au bateau. Elle faisait face à Jacques et à son équipage avec incrédulité.

"Si vous avez un problème avec Naura, vous avez un problème avec moi!"

Jacques continuait à lancer des insultes à Naura et Lillian. Il se précipitait à Lillian avec son épée.



Il ne voulait pas de capitaine amoureuse d'une autre femme. Lillian ripostait, en défendant Naura.

Lillian se battait contre Jacques. Lillian se tenait au-dessus de lui. Elle ne voulait pas faire partie d'un équipage qui ne l'a pas acceptée.

Lillian prenait une décision. Elle sautait dans la mer mystique. Elle s'agrippait à Naura et l'embrassait devant tout le monde.

Lillian et Naura partaient à la nage. Lillian quittait son équipage. Lillian et Naura trouvaient une île. Elles y construisaient une maison. Elles étaient ensemble. Elles vécurent heureuse.

### Sample Student Conte 2

«Le Signe du changement»

Par Guadalupe S.-L. & Mercedes S.-L.

Il était une fois un homme qui plantait une rose. Il a planté une rose près d'une rivière et d'un arbre qui s'appelait Ember. Il y avait aussi un cerf qu'elle s'appelait Athéna qui regardaient de loin.

À mesure que Rose grandissait, c'était comme elle était la préférée de Dieu. Rose était la plus belle rose du monde.

Elle avait de beaux pétales rouges et une tige verte forte avec une grande posture. Les

CATEGORY	8	6	4	2
Required Elements	The fairy tale includes all required elements as well as additional information. 1. At least 3 characters 2. A setting 3. A conflict 4. At least 3 rising actions 5. A climax 6. At least 3 falling actions 7. A resolution	All required elements are included in the fairy tale.	All but 1 of the required elements are included in the fairy tale.	Several required elements were missing.
Use of the Imparfait	The students make few to no errors in the formation of the imperfect tense. The students use the imperfect tense appropriately in writing.	The students make some errors in the formation of the imperfect tense. The students use the imperfect tense appropriately in writing most of the time.	The students make several errors in the formation of the imperfect tense. The students use the imperfect tense appropriately in writing some of the time.	The students frequently form the imperfect tense incorrectly and use it inappropriately in writing.
Grammar and Spelling	There are few to no spelling errors. The vocabulary is appropriately used at all times. The verbs are conjugated correctly and there are few to no feminine/masculine errors.	There are some spelling errors. The vocabulary is mostly used appropriately. The verbs are mostly conjugated correctly and there may be a few feminine/masculine errors.	There are several spelling errors. The vocabulary is sometimes used appropriately. The verbs are sometimes conjugated correctly and are several feminine/masculine errors.	There are many severe spelling errors. The vocabulary is rarely used appropriately. The grammar/spelling errors impede comprehension.
CATEGORY	4	3	2	1
Graphics - Relevance	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.
Creativity	The story is creative and easy to follow.	The story is somewhat creative.	The story may lack originality and may be hard to follow.	The story is challenging to understand and lacks originality.

changements météorologiques touchaient tout le monde, même Ember, l'arbre.

Il faisait froid et Rose a commencé à ressentir des changements. Rose n'avait pas les mêmes pétales rouges et vifs, ni la même tige forte et verte, et elle n'avait pas sa grande posture.

"Je ne sais pas ce qui m'arrive," murmuraient Rose.

Ember disait, "N'aie pas peur Rose, je change beaucoup pendant chaque cycle de ma vie."

L'hiver est venu et Rose n'était plus là pour la fin du cycle. Les changements se produisaient partout. Mais Rose n'a pas été oubliée; Athèna la surveillait pendant l'hiver.

Le printemps était de nouveau venu. Rose était encore vivante, ce qui marquait le début d'un cycle. Le changement n'avait pas été mauvais.

Fin.

### Sample Student Conte 3

«Adventure Magique de Beau»

By Christopher P. & Savannah G.

Il était une fois, il y avait un garçon qui s'appelait Beau. Il habitait dans le forêt derrière un petit village.

Beau faisait une promenade dans la forêt, et il trouvait un chapeau magique. Il mettait le chapeau sur sa tête.



Après Beau mettait le chapeau magique sur sa tête, Il a trouvé un vieil homme qui était le diable. Beau comprenait ses pensées, et découvrait le diable va attaquer le village.



Beau rencontrait de gens, mais personne ne croyait Beau. La seule qui croyait Beau était Sylvie. Beau disait à Sylvie que le diable va attaquer à neuf [9] heures du matin.

Beau et Sylvie faisaient un piège à capture le diable. Le piège se déclenchera à neuf [9] heures du matin, lorsque le diable attaque.

À neuf [9] heures du matin, ils ont vu le diable, sur le point d'attaquer. Ils espéraient que leur plan fonctionnerait.

Leur plan à fonctionnel! Le piège a capturé le diable, et il ne pouvait pas attaquer. Beau et Sylvie étaient héros! Les gens les ont remerciés d'avoir protégé le village. Ils vécurent heureux pour toujours.





# PROMOTING STUDENT AUTONOMY THROUGH ARTS INTEGRATION

As a teacher at a creative and performing arts school in Lexington, KY, there is no shortage of creativity, spontaneity, or joy within our middle school French classroom. Composed of fourth through eighth graders, the School for the Creative and Performing Arts grants students opportunities to specialize in one of nine arts areas: ballet, contemporary dance, band, strings, piano, vocal music, drama, visual art, and literary arts. Although students attend dedicated arts courses throughout the day, arts-integration often makes its way into academic classes as well. Far more talented than I could ever hope to be, I frequently find myself in awe of the initiative that many of my middle school students take. Whether it's making connections between French and dance positions in their ballet classes, recognizing French vocabulary in their recent production of *Madagascar, Jr.*, or jumping at the chance to role play in French class, my students continually remind me of the endless possibilities available through arts-integration in the classroom.

Like many schools in the U.S., however, the challenge of finding and sustaining this same joy amidst a pandemic seemed nearly impossible. With no plans to return to in-person learning until at least November 2020, my school faced the difficult, but inevitable challenge of navigating online learning, all while canceling performances, the production season, and more. The contrast between the daily norms of an arts school versus remote instruction cannot be overstated. Yet strangely enough, the pandemic has served as a reminder of the many reasons why we create art in the first place: to express emotion, show empathy, and practice autonomy, to name a few. I argue that we need the arts in our French classrooms—in-person or virtual—now more than ever. With so much outside of our students' control, the stress and anxiety that students experienced pre-COVID,

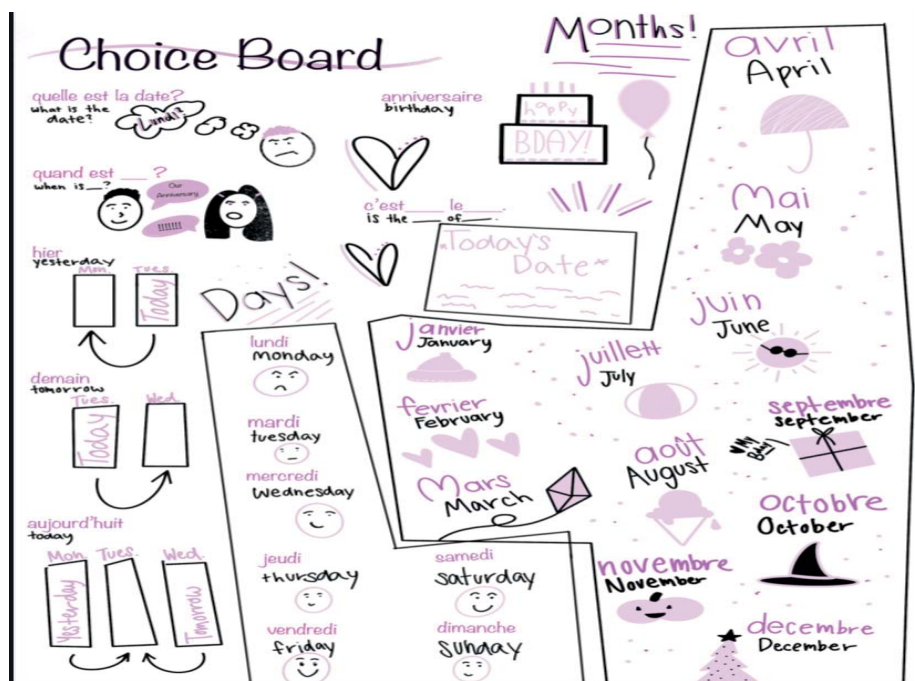
is now exacerbated. For many students, this has meant food insecurity, parental job losses, or fear of an unknown future. With so few moments to interact with peers and teachers, students face the tremendous feat of developing their social-emotional skills during an isolating pandemic. In this time, the arts are a fantastic pedagogical tool for attending to students' social and emotional needs, promoting student choice, and allowing for flexibility, all while supporting their growth as French language learners.

In *Creating Meaning through Literature and the Arts: Arts Integration for Classroom Teachers*, Cornett [2015] argues that arts integration is predicated on the idea that humans have a natural need to think creatively and share thoughts and feelings. Specifically, contributions that the arts make to life and learning include communication, creative inquiry, critical thinking, comprehen-

sion, collaboration, community, compassion, concentration, and confidence, [Cornett, 11]. Furthermore, arts integration is inherently motivating and "uses the world as its content" [Cornett, 34]. In addition to these essential components of learning, arts integration has consistently proven to be a beneficial pedagogical framework for supporting the needs of diverse learners. Above all else, teaching through arts integration ensures that students will develop modes of thinking that they will carry with them throughout any situation in life, such as creatively adapting to difficult challenges—a skill that is especially needed during this unprecedented time.

So what does arts integration in a French classroom look like, anyway? Enter: *Les Choix*! Using my students' arts areas as inspiration, I developed a French "choice board" to promote language development, arts integration, creativity, and autonomy. Choice activities fall

<i>Les choix</i>			
L'écriture	L'art	Le drame	La danse et la musique
Create flashcards with each term and its English translation.	Draw an image for each term. Include labels.	Video yourself saying each term and then putting it with an action.	Take pictures of yourself in a position that represents each term.
Create a crossword puzzle with clues in English and answers in French. You can use a <a href="#">site like this</a> to make your puzzle. Provide an answer key.	Draw a scene that includes each term. Include labels.	Video yourself saying each term in a character's voice.	Write each term on a slip of paper. Video yourself improv dancing. Randomly pick a term, say it, and change your movement to represent the term.
Write each term 5 times and its English translation 1 time.	Write each term in different colors using different designs.	Video yourself pantomiming each term. Say your answers at the end.	Video yourself singing each term to a known song/melody.
Write a story, letter, script, etc. that includes each term.	Create a vocabulary doodle or collage that includes each term.	Video yourself saying each term in a dull/boring way and then an interesting way.	Video yourself saying each term with two different tempos (slow/fast) and two different dynamics (quiet/loud).



within one of four categories: *l'écriture, l'art, le drame, or la danse et la musique*. Twice per week, students select a choice activity to complete using that day's vocabulary from class. An activity in the art category, for example, might include creating a vocabulary doodle, whereas a music activity could involve singing the terms to a well-known melody. Prefer to get moving, rather than draw or sing? Select an activity from the drama or dance category, such as putting actions to vocabulary terms or creating a dance position that represents each word. In addition to giving students the freedom to choose their preferred method of practicing vocabulary for any given day, the categories intentionally align to differing modes of language communication (interpretive reading/listening and presentational writing/speaking), especially when students have the chance to read and listen to the work of their peers. Furthermore, student choice is the epitome of differentiated instruction, both in terms of process and product. Giving students the opportunity to choose how they reinforce their learning from class, creates a more motivating and equitable learning environment. This is notable given that remote learning highlights the inequities and challenges that many of our students face while learning from home.

While submissions are never perfect, nor is every student thrilled to have an assignment in the first place, I have found that students enjoy both the predictability of having weekly *Les Choix* combined the spontaneity of changing their selection and mode of learning

each week. In addition to the benefits that *Les Choix* provides in terms of arts integration, it is also incredibly adaptable. In fact, its adaptability is what encouraged me to take the plunge and implement it during remote instruction. Whenever I notice that submissions are becoming monotonous or completed with haste, I ask students, "Should we swap this option out for another one? Which activities are inspiring you? Which ones could we do without?" Having their input increases buy-in and keeps students invested in their work week after week. Whether remote or in-person, the arts are necessary for developing our capacity for self-expression and empathy, which I argue are the very reasons for learning another language in the first place.

► **Jamie Vescio**

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### CHANGES TO THE FRENCH REVIEW

Starting with the March 2021 issue, the *French Review* is published digitally through Project Muse at Johns Hopkins University Press. All AATF members have access to the 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](mailto:aatf@frenchteachers.org) for more information on receiving a hard copy.

## 2021 AATF CONVENTION TRAVEL AWARD

This award is intended to provide assistance for AATF members traveling to the 95<sup>th</sup> annual AATF Convention, July 11-14 at the Monteleone Hotel in New Orleans.

The Executive Council has voted to allot funds to provide Travel Awards to AATF members to help defray the cost of attending the July 2022 convention in New Orleans. Applicants may receive the travel grant only once every five years. Funds are available to cover a limited number of awards; priority will be given to applicants from AATF Regions I (New England), II (New York & New Jersey), VIII (Southwest), and IX (Northwest). Priority will also be given to members who have never attended an AATF convention.

Award amount: \$1000 + full convention registration (not including excursions). The full amount will be paid upon presentation to National Headquarters of a receipt for travel attached to a signed letter agreeing to reimburse the money in the event of nonattendance at the convention.

Eligibility: Candidates must have been AATF members since January 1, 2021. Chapter officers, commission chairs, presenters, and leadership fellows are ineligible for this award.

Requirements: Recipients agree to make a presentation at an AATF function (chapter meeting or subsequent national convention) on a topic inspired by the convention in New Orleans.

Applicants should submit a one-page description of the project and its expected impact on their students. Applicants should also explain their need for travel assistance. Recipients of the award will be expected to attend all days of the convention. Speakers, leadership participants, and chapter officers are ineligible for this award.

The application form can be found at [[www.frenchteachers.org/convention/grant](http://www.frenchteachers.org/convention/grant)]. Deadline: **January 15, 2022.**



# CLASSROOM ACTIVITY

## «LA GRASSE MATINÉE» PAR JACQUES PRÉVERT

### Pré-lecture

The goal of this unit is to stimulate students to go beyond a literal reading of the French text and to explore connections to real life. It contains pre-reading questions designed to build word and background knowledge, comprehension questions, and two follow-up activities. The unit also includes a section intended to expand vocabulary called "Des expressions d'origine gourmande."

Avant de lire le poème de Jacques Prévert, répondez aux questions suivantes.

1. Saviez-vous que l'expression «faire la grasse matinée» veut dire «to sleep in»? Selon vous, quel type de personne peut faire la grasse matinée? Qui sont les gens qui ne peuvent pas se permettre ce luxe?
2. Saviez-vous qu'il y a des milliers de «sans-abris», c'est-à-dire des gens sans domicile fixe (appelés aussi des SDF), à Paris?
3. Connaissez-vous le bruit d'un œuf dur cassé sur quelque chose de dur? Que représente pour vous ce bruit? Et pour quelqu'un qui a faim?
4. Qu'est-ce que les Français prennent traditionnellement au petit déjeuner?
5. Saviez-vous que quelquefois les gens mettent de l'alcool dans leur café; on appelle cela «arroser le café»?
6. Est-ce que deux tartines beurrées et un café-crème coûtent cher?
7. Dans un journal quotidien, quels types d'événements est-ce qu'on trouve dans la section «Faits divers»?
8. Connaissez-vous le mot «flic» qui veut dire «agent de police»?

### Lecture

Maintenant lisez le poème (ou écoutez une version audio [[youtube.com/watch?v=EVtCV60FKcg](https://www.youtube.com/watch?v=EVtCV60FKcg)] ou [[lyricstranslate.com/en/la-grasse-matin%C3%A9-fat-lie.html](https://lyricstranslate.com/en/la-grasse-matin%C3%A9-fat-lie.html)] et répondez aux questions qui suivent.

### Questions de compréhension et activité

1. Dans vos propres mots, décrivez ce qui s'est passé. Qui a fait quoi et pourquoi?
2. Combien de fois est-ce que le poète utilise le mot «terrible» dans les cinq premiers vers? Quel en est l'effet de cette répétition?
3. Pourquoi est-ce que la tête de l'homme qui a faim est «couleur de poussière»? (Il y a plus d'une raison possible.)
4. Faites une liste de toutes les expressions du champ lexical de la nourriture. Quel est le rôle de toutes ces expressions dans un poème qui traite la faim?
5. Quelles sont les deux expressions familières qui comprennent le mot «tête»? Pourquoi est-ce que le poète choisit ces expressions?
6. Que pense Prévert de ce crime? Est-ce qu'il sympathise avec l'homme qui a faim? Et vous?
7. Suivez ce lien pour écouter Serge Reggiani lire le poème sur YouTube: <https://www.youtube.com/watch?v=VzU140Nfzv0> Quelle version audio trouvez-vous la meilleure? Pourquoi?
8. Que pensez-vous de ce poème? Dites ce qui vous plaît et ce qui vous tire l'attention.
9. Faites des recherches sur Les restaurants du Cœur (Les Restos du Cœur).

Est-ce que vous pouvez imaginer organiser de l'aide alimentaire dans votre pays? Est-ce que vous pensez trouver des donateurs qui soutiennent un tel mouvement?

10. Formez un groupe de trois. Un des trois lit le poème et les deux autres miment l'action.

### Des expressions d'origine gourmande

#### Un œuf

- Marcher sur des œufs (ou comme sur des œufs): marcher à petits pas avec précaution ou, au figuré, prendre beaucoup de précautions.

#### Des tartines beurrées

- Des tartines = des propos ou écrits longs. On étend le beurre sur une tranche de pain pour en faire une tartine; on s'étend longuement sur un sujet.

The units will be posted on the AATF Resource Sharing site to be launched in September.

#### ► Jacqueline Thomas

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# CHAPTER NEWS

The Connecticut Chapter is happy and proud to announce a new monetary prize to promote and support future teachers of French in the state. It is available to Connecticut undergraduate and graduate students who are pursuing a career in teaching French. In June 2021, the AATF-CT Future French Educators' Prize was awarded to D'Lanie Pelletier, a graduate of the University of Connecticut, who will be a first year French Teacher at E.O. Smith High School in September. For more information, please visit our website [aatfct.org].



Triton High School French students gathered to celebrate their success in the National French Contest 2021. After an awards ceremony under a tent, then they spread their picnics out with their families for the first *Dîner en Blanc* event (below right).



In 2021, the Massachusetts Department of Elementary and Secondary Education passed the first updated world languages framework since 1999 and dramatically increased the number of languages that have an approved Seal of Biliteracy assessment. The number of districts participating in the State Seal of Biliteracy grew, as did the number of community colleges and state universities that recognize the Seal of Biliteracy. In neighboring Vermont, Michelle Emery, Chapter President, brought the Seal of Biliteracy to her school (Burr and Burton Academy in Manchester, VT), thereby contributing to the ongoing efforts to establish French more widely in the state.



# MEMBERS' NOTES



**Regina Symonds**, Eastern Massachusetts AATF Chapter Secretary, was highlighted as the Massachusetts Foreign Language Association (MaFLA) "Educator in the Spotlight" in the Spring 2021 issue of the MaFLA newsletter. She was also the recipient of a Cultural Services of the French Embassy Scholarship to participate in language education trainings offered by the Center for Advanced Research on Language Acquisition (CARLA) of the University of Minnesota in June 2021.



*Félicitations à Katherine Harrington*, New Hampshire Chapter President, who was named a *Chevalier in the Ordre des Palmes académiques* in spring 2021.





### AATF REBECCA & JEAN-PAUL VALETTE LEGACY AWARD

**REBECCA COURTOIS** has taught levels 1-4, IV, IB, and AP for 19 years. For the last 16 years she has taught at her alma mater, Melbourne High School, FL. As a student her favorite subject was French. She started working at Disney World right out of high school. While there they announced the opening of Disneyland Paris. She was selected to be part of the opening crew team for Disneyland Paris. She decided she did not want to leave France and applied to the American University of Paris where she received her B.A. in French. When her French teacher retired she replaced her at Melbourne High School. She took over the program and added AP and IB French. Since she is the sole French teacher she has accommodated students' schedules allowing students who would have otherwise dropped French to sit in a different level class in order to keep French on their schedule. She also has continuous activities and weekly meetings for the French Club which continued meetings on Zoom this year. Her students love the trips to France that she plans every two years. She has authored books and articles and is a frequent conference presenter.



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

**BARBARA MEYER**'s introduction to language and culture began at a young age when her Swiss born mother began speaking to her in the Swiss-German dialect. As a high school student, Barbara continued with her love of languages by taking both French and Spanish. She was encouraged by her high school French teacher Ms. Cathy Kendrigan to major in both French and Spanish, along with, studying in the education pathway at the University of Iowa. After college, Barbara was honored to be hired at Buffalo Grove High School, her alma mater, to have the amazing opportunity to teach alongside her former French and Spanish high school teachers. Throughout the years at BGHS, Barbara has taught various levels of both French and Spanish, and currently teaches Honors French 3 and is the Social Science/World Language Division Head.



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

**NELLY G. KUPPER** has reimagined the French Program at Northern Michigan University several times during her 21-year tenure. "Creating Community among Students of French," with integrated Academic Service Learning in all French courses of the program, is one such concept. The initiative has been a boon in increasing the numbers in advanced literature courses and French majors. She is a generalist in French literature with a second specialty in Russian literature, earning a Fulbright-Hays scholarship at Moscow State University in Russia (2006).

Much of her research coincides with the creative activities in pedagogy, such as in "Fast Track to French L2 Fluency: Mechanisms that Engage Brain in Learning," forthcoming in *The French Review*. Her work has been published in several international publications and she is a frequent presenter at conferences at home and abroad. Most recently, she has focused on the intersection of neuroscience and fiction.



## AATF OUTSTANDING CHAPTER OFFICER AWARD

**BRIAN WOPAT** has been a member of AATF since 2003. He became involved in the Wisconsin Chapter in 2010 when he volunteered to create a website for the Wisconsin chapter of AATF-WI. That year, he was elected Secretary/Treasurer plus Webmaster for AATF-Wisconsin, a role which he enjoys to this day. Brian has focused on ensuring the continuity of AATF-WI's presence, programming, and advocacy in the state. He's willing to take the lead, whether it's updating the website, ensuring that the AATF-WI display at the state language conference is a one stop shop for French teachers, or running the state Concours Oral Français. He is a strong advocate for the expansion of world languages and believes all students should have the opportunity to become proficient speakers of at least two languages before graduating high school. He is forever grateful to the past and current members of the AATF-WI leadership teams for their support, teamwork, and life-long friendship. The past decade has been an incredible adventure for AATF-WI and he can't think of a better organization to be a part of moving into the next decade. Brian is in his 20th year of teaching French at the high school level. In addition to AATF-WI, he is a board member for the School District of Holmen, secretary for the Wisconsin Association for Language Teachers (WALFT), and board member for the 4000 Foundation in La Crosse, WI. He earned his Bachelor's in French (2001) and Master's in Education from the University of Wisconsin-La Crosse (2004), and is a National Board Certified teacher.



## AATF/CONCORDIA LANGUAGE VILLAGES OUTSTANDING ADMINISTRATOR AWARD

Principal **VINCENT DALLICARDILLO** was recognized with the AATF Outstanding Administrator Award. Mr. Dallicardillo was nominated for his contributions to and continued support of the French Program; the French sister school collaboration with *L'Institution Sainte Geneviève* in Asnières, France; the I-20 school designation, and the International Student exchange program; the Italian sister school collaboration with *Liceo Statale "Alvise Cornaro"* in Padova, Italy; and all other efforts for helping Shore High School to grow its global reach.

The AATF Outstanding Administrator Award was accompanied by a student scholarship opportunity to attend a two-week session of choice at the renowned Concordia Language Villages in Bemidji, MN during the summer of 2022. Interested students were encouraged to apply, and the committee selected freshman Mia Costa by virtue of her grades, world language teacher recommendation, and willingness to attend and to share her language village experience with other students upon her return. We are thrilled for Mia and look forward to the fall of 2022 when she will present her Global Gab on her exciting language village experiences.

Mr. Dallicardillo was nominated by AATF member Alice Ennis Simonson.

## LA SEMAINE DU FRANÇAIS



**DU 3 AU 9  
NOVEMBRE 2021**

**FÊTONS LE FRANÇAIS  
VIRTUELLEMENT OU EN  
PERSONNE**

### 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.

# COMMISSIONS

## COMMISSION ON ADVOCACY

Kathy Stein-Smith [2023]

Chair

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## COMMISSION ON CINEMA

Joyce Beckwith [2022]

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Dolliann Hurtig [2022]

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## COMMISSION ON CULTURAL COMPETENCE

Martha Behlow [2023]

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Andrea Behn [2023]

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## COMMISSION ON FIES\*

Karen Campbell Kuebler [2023]

Chair

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## COMMISSION ON FRENCH FOR SPECIFIC PURPOSES

E. Nicole Meyer [2021]

Chair

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## BEEF STEW ANYONE?

**Intercultural Communication**  
Intermediate Low High School

### Essential Question

- How do the ingredients in each Franco-phone beef stew reflect their country's culture?

### Intercultural Activities

#### Interpersonal

- In small groups students will discuss what kinds of stew(s) their families make, including what ingredients they use.

#### Interpretive

- Students will compare the similarities and the differences in the ingredients of Bouilli Québécois, Boeuf Bourguignon and Mafé:

#### Presentational

- Students will research the origins of one of the recipes and create a menu to accompany it, including a drink and a dessert. Then students will prepare that recipe to share with the class.

[Remember your menu must be compatible with the main dish and the cuisine of that country]

The activity above and more can be found in the NFW 2021 collection on the AATF Wakelet at [<https://wakelet.com/@AATFrench>]



# DU 3 AU 9 NOVEMBRE 2021

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27

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Red pens imprinted with «Forward with French.»

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New AATF T-shirts [available in the fall]:  
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# REGIONAL REPORTS

## REGION I: NEW ENGLAND

Although traditions and routines were significantly disrupted by the global Covid-19 pandemic, the six New England chapters demonstrated tremendous creativity and flexibility during a difficult year.

### Chapter Leadership, Membership and Member Engagement

In fall 2020, the Connecticut Chapter welcomed teachers back to school with a "Grab Bag of Ideas" featuring teaching tips, tricks, and resources. Then for the winter holidays they provided members with a curated selection of recommended wines and meal pairings. In addition to maintaining a very active Facebook page, the Maine Chapter provided its members with several robust newsletters over the course of the year, featuring announcements about professional development, cultural offerings, and scholarships.

### Activities and Professional Development Opportunities for Teachers

In October 2020, Connecticut 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 world language teachers. The second, given in collaboration with Evan Downey and Liliana Amodeo, was organized around creating projects for intermediate/advanced French and Spanish students. In November 2020, in conjunction with the *Consulat général de France* in Boston, the New Hampshire Chapter offered two virtual professional development workshops led by CAVILAM on "Activités amusantes pour la classe de français [en présentiel et à distance]." In December 2020, the Rhode Island Chapter organized five lottery drawings for a 2021 AATF membership as an end-of-the-year promotion for teachers of French in the state, and the Maine Chapter held a virtual conference. As part of a Massachusetts Foreign Language Association [MaFLA] winter webinar series, Western Massachusetts Chapter President Beckie Bray Rankin presented "The Thingamabob that does the job." The focus of this presentation was to increase one's pedagogical effectiveness by selecting when and how to introduce learners to rubrics in their learn-practice-assess-reflect cycles.

The Foreign Language Association of Maine [FLAME] conference was held virtually in March 2021 and included an AATF member lunch meeting and several presentations of French content throughout the day. In the same month, the New Hampshire Chapter hosted a virtual professional development session led by Kevin Quigley on the topic of "Low-Tech Activities for Quarantine or for the Classroom." In April 2021, the Greens Farms Academy virtual film festival welcomed both students and teachers in Connecticut, and the Rhode Island Chapter organized "Croissants et Tchats," an informal virtual check-in with French teachers to share what had worked during the unprecedented year of hybrid and distance-learning. Also in the spring, a *Valise d'activités [de culture et compétence]* was created and posted by Connecticut Chapter *Comité exécutif* member Melissa Tubbs. A month-long celebration of French language and culture included a Jeopardy-style quiz show, an extensive menu of pre-recorded and live cultural presentations, scavenger hunts, and a large dossier of discussion prompts—for the elementary/middle school, introductory high school, and intermediate/advanced high school levels. The aim was to prioritize flexibility and accessibility for AATF members. Activities were packaged like a "kit" for teachers to use at their own pace during a two-week window in their own classrooms.

In June 2021, Brian Thompson, past president of the Eastern Massachusetts Chapter and professor of French Emeritus at UMASS-Boston, held a book discussion via Zoom on *La Rue des cases-nègres*. The Maine Chapter offered a Summer Institute on Acadians in July 2021.

### Activities for Students

Throughout the 2020-2021 school year, teachers in Connecticut were able to use activities from the chapter's *valise d'activités* to offer variety, games, fun, and prizes to their students. In March 2021, the chapter live streamed the theatrical performance *Molière than Thou* by Tim Mooney to chapter members and their students. The actor embodied the comic playwright with wig and costume changes portraying iconic Molière characters. Also in March 2021, the Rhode Island Chapter joined local Francophone organization for a virtual celebration on Zoom. Students from

Classical High School in Providence created a video presentation for the celebration and spoke about the importance of the French language and Francophone cultures. Teachers from the Maine Chapter participated in *Manie Musicale*, an annual competition of songs from a diverse international range of contemporary Francophone artists. Teachers collaborate to create classroom activities using the songs as linguistic and cultural teaching tools, and students vote for their favorite songs. More than 2,000 schools from all 50 states and 10 different countries participated in 2021.

### Collaborations

A memorandum of understanding [MOU] was signed between the French immersion school in Holliston, MA [Sam Placentino Elementary School] and the Auvergne-Rhône-Alpes Region, creating a partnership that will enable significant exchanges for both students and teachers, virtually and in-person. Kathleen Turner, Eastern Massachusetts Chapter Vice President, is working as the teacher liaison to the memorandum of understanding program.

In October 2020, the Maine Chapter collaborated with the University of Maine at Augusta to offer a virtual French immersion day of workshops and discussions in which teachers, students, and community members participated. Then in spring 2021, chapter members were able to attend the play *Je ne suis pas Evangeline*, staged by the Penobscot Theater Company [Bangor, ME], which commissioned a French-speaking theatre company based in Atlanta, Théâtre du Rêve, to create a piece inspired by Maine poet Henry Wadsworth Longfellow's epic poem "Evangeline, a Tale of Acadie." The performance was followed by a panel discussion in which Chapter President Nathalie Gorey was featured along with other representatives from the local Francophone [Acadian, African, Franco-American, French] community. In Rhode Island, partner awards for *Le Grand Concours* 2021 included contributions from the *Alliance Française de Providence*, *le Consulat Général de France*, *la Délégation du Québec*, *l'Alliance Française de Newport*, and the French-American Genealogical Society. The French Consulate in Boston offered several webinars over the past year that were attended by Region 1 members from various chapters.

## REGIONAL REPORTS (SUITE)

### Grand Concoors

Region I was highly engaged in the *Grand Concoors*, ranking first nationally for total enrollment in 2020 and second in 2021. Participation was particularly strong in Eastern Massachusetts, which had the highest enrollment nationwide in 2020 and third highest in 2021, thanks in part to the valuable work of the chapter's Contest Administrator Amy Coombs. In Connecticut, administrator Laura Faga helped the chapter also be among the top five for enrollment in both 2020 and 2021. The Rhode Island Chapter organized an online *tombola* with gift cards to show appreciation for participating teachers.

Respectfully submitted,  
Peter Vantine  
Region I Representative

### AATF REGION II: NEW YORK AND NEW JERSEY

This report showcases the creativity of Region II chapters despite the difficulties posed by the Covid-19 pandemic. Chapters organized professional training opportunities, cultural events, collaborated with local organizations and participated in the National French Contest.

#### Professional Development

The New Jersey, Metropolitan New York, Western New York, and Westchester Chapters were particularly active in this area. New Jersey offered two workshops, the first with Catherine Dusselin, "Teaching French in a Hybrid Classroom" and the second with Lisa Shepard, "Using Authentic Texts as a Springboard for Interpersonal Communication." The Metropolitan New York Chapter made the most of the situation by offering three conferences virtually to AATF members everywhere. The first was organized by Columbia University faculty on "Les pépites au fond du tamis: ce qu'on retiendra de notre expérience de l'enseignement du français au temps du Covid-19." The second was Elisabeth Spettel's presentation on art in the French classroom, "Quand l'art fait dire et écrire: Analyse de chefs-d'œuvre énigmatiques en cours de Français Langue Étrangère." In the third conference, New York University faculty spoke about "Giving Voice to the Voiceless: Discussions around Social

Justice." The fact that these conferences were so widely attended and appreciated prompted the board's decision to offer them virtually in the future. The conference recordings are available on the AATF website. The Western New York Chapter offered a webinar on "Teaching Tips and Techniques, Projects and Proposals for Working with Remote Learners." Making the most of Zoom, the Westchester Chapter offered more professional development opportunities to their members than ever before.

#### Cultural Activities

It's no surprise that rich and varied cultural activities added much-needed sparkle throughout Region II during the past year. The Central New York Chapter promoted Francophone movies/series and a dish through its chapter newsletter. Books with a French theme were also featured: The "Stranded in Provence" Mysteries by Susan Kiernan-Lewis and *Weekend in Paris* by Robyn Sisman.

In New Jersey, there was a "French Beignets Online Cooking Class with French Chef Simon" and an *Apéro-bingo*. On a similar theme, Metropolitan New York had its annual, and this year virtual, wine, chocolate, cheese event. David Graham presented "La Musique québécoise" for the Pays du Nord Chapter, and Western New York celebrated their "Franco Festibal Virtuel" and "La Soirée Poésie Musique." As things are beginning to open up, the Rochester Chapter is planning an August wine tasting for French teachers in the area.

#### Activities for Students

The above-mentioned chapters participated in the National French Contest, but some noticed a decline in the number of participants this year. The Central New York Chapter had a platinum medal winner with a perfect score on level 4E exam. The Metropolitan New York Chapter was extremely pleased with the virtual ceremony and is considering maintaining this format in the future.

The Central New York Chapter reported exemplary student activities in which the Mexico High School Chapter of the *Société Honoraire de Français* sponsored a Duck Derby to help send children to school in Haiti. They also completed their community service project where they beautify the front of the school

with colorful flowers three times a year.

#### Collaboration with Local Organizations and Community

Three chapters were active in this area. As mentioned earlier, the Metropolitan New York Chapter organized conferences in collaboration with Columbia and New York Universities. The Central New York Chapter encouraged its membership to participate in the activities of partner organizations such as Language Educators of Central New York and the New York State Association of Foreign Language Teachers, and the Western New York Chapter "recommended that viewers join specific webinars from the AATF, their local Burchfield Penney Art Museum Virtual Book Club as well as updates on music and other events in conjunction with the French ConéXion and the Alliance Française of Buffalo."

In conclusion, it is clear that Region II chapters were not only able maintain their activities, but also to learn how to use the virtual format to their advantage; certain chapters are considering maintaining this format for some of their future programs. All the chapters, however, are looking forward to resuming their in-person meetings in the very near future.

Respectfully submitted,  
Diane Paravazian  
Region II Representative

### CALL FOR PROPOSALS 2022 CONVENTION IN NEW ORLEANS

The online call for proposals for the 2022 AATF convention, to be held July 11-14 at the Hotel Monteleone has been posted on the AATF website at <https://www.frenchteachers.org/convention/proposal/>. Proposals will be accepted until **December 1, 2021**. The theme for this year's convention is "Laissez les bons temps rouler: Explorer la diversité du monde francophone" Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

Those who had proposals accepted previously in 2020 or 2021 will be given priority but will need to resubmit.

### What's your favorite level /course to teach?

**Jennifer Hoban (KY):** I'm a big fan of teaching 8<sup>th</sup> grade. They have the language skills and maturity to delve into deeper topics but also the joy of learning and energy to be enthusiastic participants.

**Amy Frie (CO):** Lately, I have enjoyed my French 4. I let the students choose a theme and we come up with activities, a film, and do project-based learning. It has kept them engaged and continues to challenge me too!

**Steven "Étienne" Langlois:** French 1. I love sparking the love for French and keeping them through graduation (effectively stealing them away from "other" subjects!)

**Rémi Pastorek (NJ):** I've always loved teaching French 2. I call it the plateau year. My students come at the beginning of the year with novice-level interactions and basic phases, they leave with this confidence to really take control of the language on their own. It's the year that I see most students have an "Aha" moment, at different times for each student, and they realize what they can truly do with the language. The plateau lasts shorter or longer depending on the student, but they all eventually see the long-term progress they've made.

**Barbara Brousseau (AL):** My headspace is normally that, whatever I am currently teaching, is my favorite—live in the present. Having said that, I have enjoyed creating courses over the years from scratch—An American in Paris; Does God Speak French?; On the French Trail (French along the Gulf Coast); Je Me Souviens (about Québec). It was rewarding to conceive of these courses, build them, and have the joy of teaching them.

**Cathy Stressing (WI):** I have always loved French 3! There is so much to learn, and they make such great advances. They are able to start really being able to put their own original ideas together. I also admit to loving the films I show at this level—*Cyrano*, *Une pure formalité*, and *Ma vie en rose*.

**Jean Girard (CA):** I have only taught levels 1 and 2, but I really like level 1. I get them as complete beginners and find all kinds of fun ways to interest them in learning French—a French pen pal, listening to French music and participating in the *Manie Musicale*, learning about and celebrating French holidays, making and sampling French food. By the end of the year, they have made so much

progress and are able to express themselves using basic phrases. The grammar is not complex at this level so there is more time to have fun.

**Kenneth Swanson (GA):** I love Level 1. It's where students get hooked. It's what holds them to Level 2. In Level 3 & 4, they look back on notes on my board for Group 1 conjugations and how to use *à* and *de* with definite articles, and they sigh with nostalgia. I love all the shock and wonder of first year learners. The beginning is so full of promise.

**Catherine Childs (TN):** I love getting to introduce French 1 students to the language and culture and seeing them fall in love with everything "French." In French 4, I love the strong relationships I have with students who consider my classroom "home" after four years.

**Breana Uzzell (MO):** This is a hard question! I teach 5 levels of French and love them all... but I'd have to say my favorite lessons are reading *Le Petit Prince* with my level 3. It's at this point that they realize they CAN do more than short assignments. Plus, I love digging into the story. And I get to see them fall in love with the prince just as I do every year.

**Martha Behlow (IL):** I love teaching French 4. The units I do are so interesting to me, friendship, diversity/immigration/challenges in France, World War 2 and the Occupation, *le Petit Prince*, la Francophonie.

**Regina Symonds (MA):** I love teaching all levels! Every age and every level of proficiency is a part of the language acquisition journey. As French teachers, we are so privileged to be able to be a small part of our students' francophone studies journeys!

**Claire Frazier (TX):** I love teaching in elementary school as students learn like little sponges, in a very natural and organic way. I also enjoy teaching my special ed students, with whom I always have to rethink my teaching and use all the variety of the multiple intelligences.

**Dawn Fiorilli (NJ):** I teach middle school. My favorite is the sixth graders. It's their first time learning the language and even after day 1 they are so excited to have a conversation in French! It may just be "Bonjour, je m'appelle and au revoir" but it is a conversation, and they are so excited!



# À VOTRE AVIS...

## A PLACE TO SHARE IDEAS, THOUGHTS AND PRACTICES

**Anne Jensen (CA):** I loved teaching my post-AP class called French Civilization and Culture. I created the course after the College Board eliminated AP French Literature. I took the best literary works from the list and added films and projects to the curriculum. Students loved the course because it was also very interdisciplinary. We studied music, art, history, literature, cuisine.

**Deb Blaz (IN):** Love 2s: milestone birthdays, drivers training...so much to talk about! More confident in the language & knew what they were signing up for so 100% motivated.

**Keith Grasmann (MA):** Each level has their reasons to love. When I teach 6<sup>th</sup> graders as their first experience with French, their minds are open without many preconceptions, they are excited and quick to put the pieces together with linguistic play and are constant sources of great stories to tell colleagues and friends. By the time I have had these same students as seniors, my targeted instruction is so personalized that the students know what to expect, we have inside jokes dating back to 6<sup>th</sup> grade, each student has individualized research I select knowing their passions and paths in life, I enjoy learning their perspectives as we discuss the role of language in colonization, bridging gaps in communities, and I can optimize my curriculum each year to match the students I know so well.

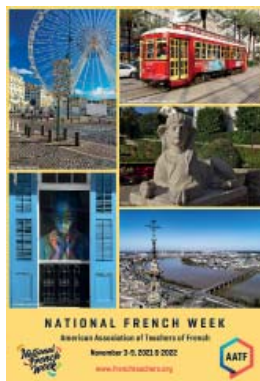
Our question for the November issue is: Why are you an AATF member? What's the biggest benefit you receive from your membership? Email answers to: [nbeditor@frenchteachers.org](mailto:nbeditor@frenchteachers.org), add to our Twitter feed (@AATFNB), or comment on our Facebook post. Merci!

# NATIONAL FRENCH WEEK MATERIALS

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31

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## 4 ▶ BUTTONS

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Sizes: M, L, XL, XXL.

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## REMINDER: IMPORTANT DEADLINES AND DATES

- NOVEMBER 3-9** National French Week [see pages 10, 24]  
National French Week Francophone Trivia Contest [see page 11]
- NOVEMBER 15** Deadline for applications for Editor in Chief of the *French Review* [see page 9]
- DECEMBER 1** Deadline for nominations for AATF Outstanding Administrator Award [see page 10]
- DECEMBER 15** Deadline National French Week Video/Animation Contest [see page 13]  
Deadline for submissions for the 2022 AATF Convention in New Orleans [see pages 10, 29]
- JANUARY 15** Deadline for applications for AATF Convention Travel Award [see page 20]

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

**CONTACT FRENCH GOVERNMENT REPRESENTATIVES:** If you are looking for support or information from the French Embassy Cultural Service, you can go to their Web site to find the most current information for each of the consulates, Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, as well as for the Embassy in Washington. Go to [www.frenchculture.org](http://www.frenchculture.org)

## NEW ORLEANS

July 11-14, 2022

Watch for updates:

[www.frenchteachers.org](http://www.frenchteachers.org)

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Explorer la diversité du monde  
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